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ABSTRACT

This curriculum offers a comprehensive guide for teaching Iowa's historical and cultural heritage. The book is divided into six sections including: (1) "Using This Book"; (2) "Using Local History"; (3) "Lesson Plans"; (4) "Fun Facts"; (5) "Resources"; and (6) "Timeline." The bulk of the publication is the lesson plan section which is divided into: (1) "The Land and the Built Environment"; (2) "Native People"; (3) "Migration and Interaction"; (4) "Organization and Communities"; (5) "Work"; and (6) "Folklife." (EH)

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Prairie Voices

An Iowa Heritage Curriculum

State Historical Society of Iowa • Des Moines and Iowa City • 1995

Primarily funded by **Pella Corporation**
in partnership with
the **Iowa Sesquicentennial Commission**

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PRAIRIE *Voices...*

The Iowa Heritage Curriculum is more than a collection of lesson plans—it is the story of a culture. This story tells of the art and artifacts, the values and beliefs, and the hopes and heritage of the many and diverse people living in the land between two rivers.

As each wave of newcomers gazed across Iowa's broad expanse of tall grass and woodlands, they heard the land speak of beauty, of prosperity, and of newfound freedom. So they stayed and built new lives on the tall-grass prairie — generations of people working, creating, fighting, mourning, celebrating, and recording their lives in the land we call Iowa.

Whether they used stone tools or computers, built wickiups or skyscrapers, those people have left a legacy for the children of today. They are the people of the prairie, and if you listen very carefully you can hear their voices.

PRAIRIE *voices*

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Prairie Voices: An Iowa Heritage Curriculum

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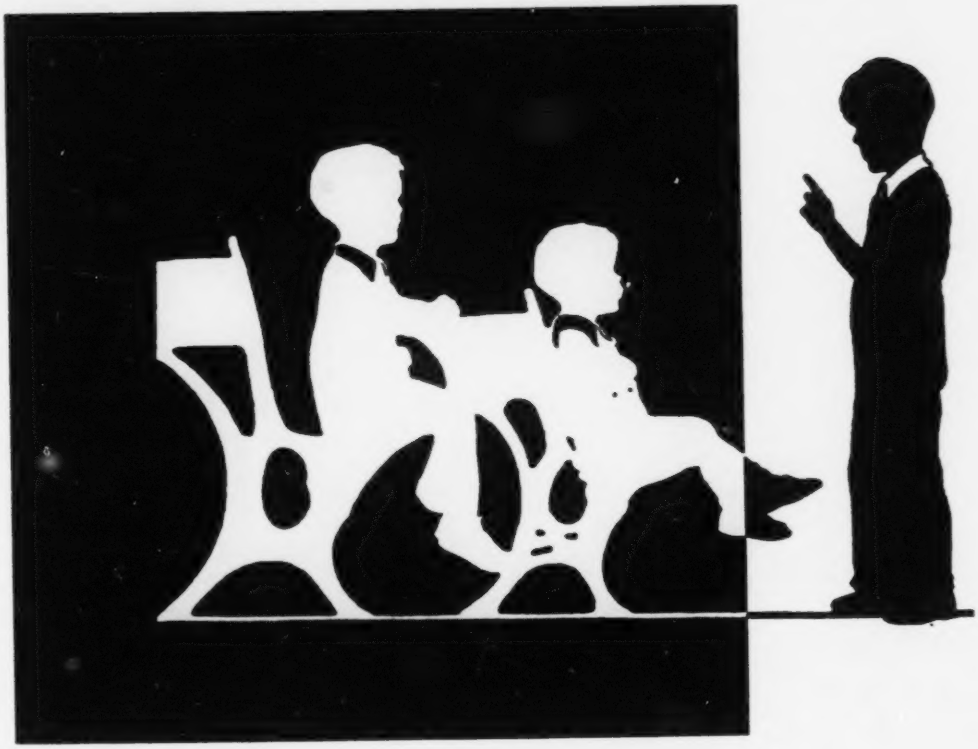
1: *this book*



Preface

Welcome to the first-ever comprehensive guide for teaching Iowa's historical and cultural heritage. Developed by the State Historical Society of Iowa — and primarily funded by the Pella Corporation in partnership with the Iowa Sesquicentennial Commission — **Prairie Voices: An Iowa Heritage Curriculum** is designed to illuminate Iowa's past to provide students with a deeper understanding and appreciation of their state's history.

In 1988, the State Historical Society of Iowa (SHSI) convened a Blue Ribbon Task Force on the Teaching of Iowa History in order to evaluate the teaching of Iowa history in Iowa's schools. After more than a year of study, the Task Force released a major report calling for significant improvements in the teaching of Iowa history. The report, titled "To Know Ourselves," concluded that a "generation is growing up with little understanding of our heritage as Iowans."

The 45-member Task Force determined that an understanding and appreciation of Iowa's past is absolutely essential for the future of the state. According to the Task Force, the study of history provides both an appreciation of diversity and an understanding of an individual's unique identity. The Blue Ribbon Task Force suggested that Iowa's best and brightest students would be more likely to live and work in this state throughout their adult years if they developed a thorough sense of their heritage as Iowans.

In 1992, the State Historical Society established the Committee for History Education to implement the recommendations and goals established by the Blue Ribbon Task Force. The current committee membership includes SHSI staff members, representatives from historical and cultural organizations, representatives of the Iowa Department of Education, and teachers representing communities from around the state.

The Committee for History Education was charged with implementing four goals: (1) to develop a curriculum in Iowa Studies to be continually revised and expanded; (2) to develop a statewide system of support for teaching Iowa Studies; (3) to make the findings and products of the committee available to classroom teachers and the general public; (4) to encourage support and funding for the curriculum and teacher training.

Prairie Voices is one giant step toward realizing those goals. The State Historical Society of Iowa believes that **Prairie Voices** will help students perceive who they are as Iowans, and in so doing, instill in them a sense of pride in their heritage.

We are pleased to present to Iowa's teachers the 52 lesson plans collected here, along with the five colorful and imaginative timeline posters; but this is just the beginning of the curriculum project. Training will be provided by the State Historical Society of Iowa to help educators implement the curriculum in school classrooms and other educational settings. The State Historical Society will help teachers to locate and use resources through the Iowa History Resource Center, located in the State of Iowa Historical Building in Des Moines. The State Historical Society will develop networks, encourage collaboration, and share information. Each year new topics and lesson plans will be added so that **Prairie Voices** will remain a dynamic document that meets the ongoing needs of Iowa's teachers and students.

Lynda J. Wessel
Curriculum Project Coordinator, State Historical Society of Iowa

Acknowledgments

Prairie Voices: An Iowa Heritage Curriculum is the culmination of years of work by Iowans from across the state. It constitutes a melting pot of ideas from educators, administrators, researchers, historians, historical society members, and many others whose time and energy have made this Iowa studies curriculum a reality. To all of you, many thanks.

While it would be impossible to acknowledge each of the many Iowans whose dedication and hard work contributed to this project, the State Historical Society of Iowa would like to thank and recognize the following individuals and organizations:

The PELLA CORPORATION for providing primary funding for this project. We appreciate the company's generosity, spirit of community partnership, and commitment to excellence in education in Iowa.

The IOWA SESQUICENTENNIAL COMMISSION for providing financial support and commitment to preserve the story of Iowa for future generations. A special thanks goes to Chairman, former Governor Robert D. Ray, Executive Director Scott Raecker, and Associate Director Mary Ubiñas for their leadership, ideas, enthusiasm, hard work, and encouragement as they worked with the State Historical Society of Iowa and the curriculum committee members.

The IOWA COUNCIL FOR SOCIAL STUDIES for outstanding service to the teachers of Iowa and for the ongoing support and involvement in the Iowa Studies project. A special thanks to Michael Zahs, past president of ICSS, who has been a driving force in the development of the curriculum.

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DAVID CROSSON who, as administrator of the State Historical Society of Iowa, provided the vision and leadership to make this project happen.

The BLUE RIBBON TASK FORCE MEMBERS who served Iowa well by calling attention to the need for an Iowa studies curriculum.

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Prairie Voices: An Iowa Heritage Curriculum consists of two parts—a curriculum and a timeline. The curriculum has 52 model lesson plans in topical areas, including the land and built environment, native people, migration and interaction, organization and communities, work, and folk life. In addition, the curriculum includes an overview of Iowa history, ideas and examples for teaching local history, a list of resources, Iowa facts, timeline trivia, and additional classroom activities gleaned from several sources.

These lesson plans can be geared to any grade level. The curriculum is multidisciplinary so educators can incorporate state and local history into the study of other subject areas, including literature, math, science, social science, creative writing, art, music, and industrial arts. **Prairie Voices** encourages the use of local historical resources to tell the story of Iowa.

The second part of **Prairie Voices** is a 15-foot timeline of Iowa history. The timeline delineates Iowa events and leaves space for locally significant historical events to be recorded directly onto its laminated surface. In addition, the timeline includes important world and national events that can serve as benchmarks for placing Iowa events in historical context.

Since history is at once a body of information and a process for inquiring about the past, this curriculum incorporates both perspectives. The overview of Iowa history, background information in each lesson plan, timeline events, fun facts, and historical moments all provide the factual content and framework of events, people, and concepts that are critical to the understanding history.

By introducing students to the process of historical inquiry, the activities in each lesson plan and the attached activities directly involve young people in the discovery of Iowa history.

The **Prairie Voices** curriculum emphasizes three levels of skill development. First, it underscores basic skills, including reading, writing, oral communication, library skills and use of reference materials, the ability to distinguish between primary and secondary sources, the use of charts and timelines, and vocabulary development.

In addition, **Prairie Voices** introduces and reinforces several higher level skills. Students learn to: collect information from a variety of sources through observation and interviews; compile, organize, and evaluate information; compare and contrast; draw conclusions or inferences from evidence; consider alternative conclusions; and use creative thinking.

Finally, students develop a third level of history skills, including the ability to: distinguish fact from fiction or opinion; develop a sense of place; understand the significance of the past to their own lives; develop historical empathy by perceiving how past events and issues were experienced by people at the time; develop geographical awareness; make generalizations; recognize various points of view; understand change and cause and effect; recognize how values and traditions influence history; develop a sense of chronology; and understand events in context.

We hope that through **Prairie Voices** Iowa history will become a story well-told. Learning Iowa history means asking questions about people and events, searching for the consequences of those events, and understanding the many sides of the Iowa story. We hope students will understand that Iowa history is about real people in real places making real decisions that had real consequences.

And finally, we hope that by listening to these many **Prairie Voices,** students will come to appreciate that the real people of Iowa's past had the same feelings, hopes, dreams, and aspirations as do the students of today.

**Prairie Voices is primarily funded by
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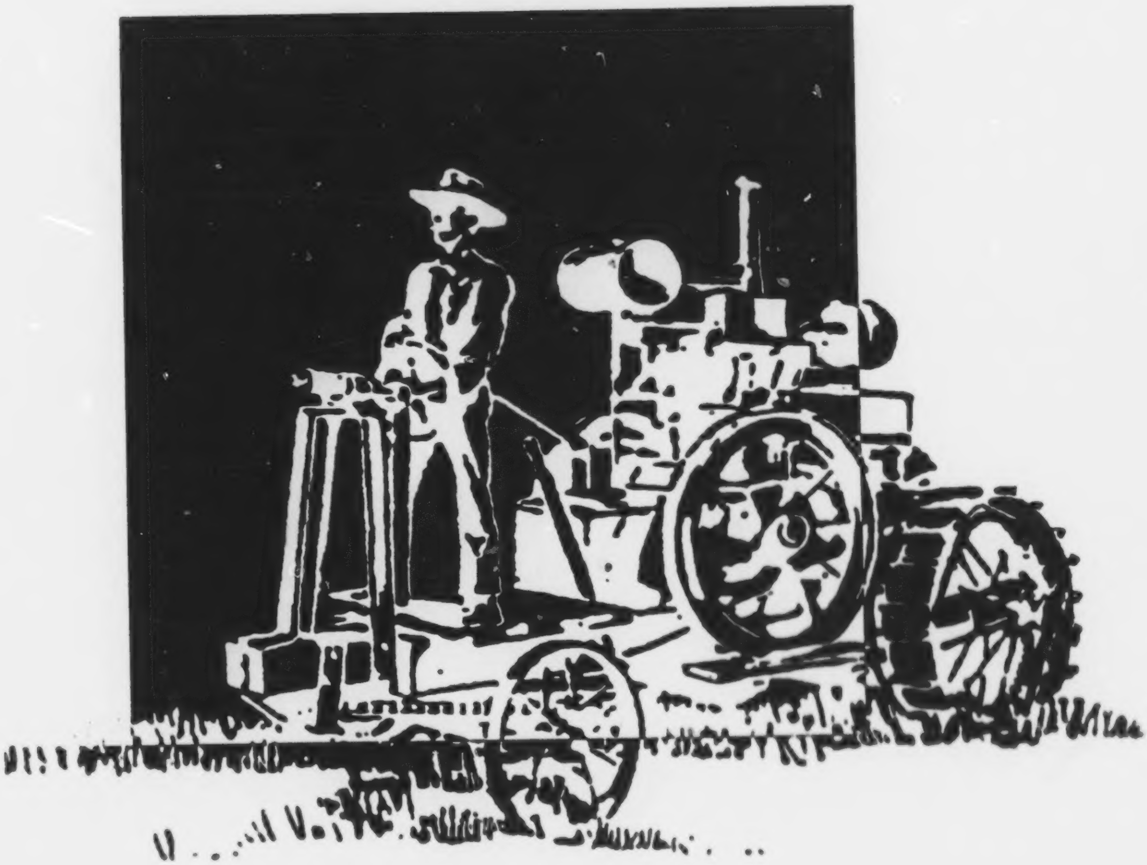

PRAIRIE *voices...*

Iowa Local History:
A Teacher's Guide

By Margaret Atherton Bonney

Introduction

Local history is the study of everyday life within a limited geographic area. Learning about a community and its people brings a reality to history often missing in the general textbook. Local history provides a positive learning experience for students. guided carefully, students will feel the excitement of working with a variety of historical sources, gathering and organizing information, and drawing conclusions. As historian Carl Becker (a native Iowan) pointed out, all of us use historical inquiry in our everyday lives.

The handbook is designed to assist teachers and students in the study of local history. Included are suggested study topics, locations of historical resources, activities, an historical overview, and a list of sources. as a teacher, your goal is to help students place local history in proper perspective—to relate local history to contemporary state, national, and world events—and to help students understand their world. Careful scheduling is important for a successful local history project. Enough time must be allotted for students to gather information. Students will probably do much of their work outside the classroom, sandwiching their research time between other activities. Replies to written requests for information may be delayed. Classroom time might be devoted to planning, weekly reports, and evaluation of information as it comes in. If you have a choice, begin the local history project in the Fall. This is the best time of year for out-of-doors field trips.

Sources

Working as historians, you and your students will use variety of historical sources; locating these sources will take some detective work. a preliminary survey of available sources will help you guide and assist your students during the project. Primary material is easier to find for recent history than for the nineteenth century. Many information-packed books and manuscripts may be found in the collections at the State Historical Society in Iowa City and Des Moines, and at the universities and colleges in the state. For teachers who live nearby, these institutions are a gold mine of information. For most teachers in the state, however, the search for local history must be made within the community and county.

Not all of the sources discussed in the following pages will be found in every community. By checking with your local library, city hall, or historical and genealogical societies you will discover which sources are available, and you may plan your local history study accordingly.

Students should know the basic differences between kinds of sources in order to weigh the authenticity of the evidence they find in the course of their study. Primary sources are materials written, printed, or recorded during the period of time being studied. Secondary sources are written by people who have studied primary sources and written down some generalizations.

Primary sources require special handling. If students visit libraries, city halls, or other repositories of such material, they should know the special procedures essential to using primary sources as well as the courteous behavior expected of any historical researcher. Only a pencil should be used for taking notes (ink of any kind leaves an unwanted permanent smudge on documents). Note paper should be placed on a desk or table, not on the document or record book from which information is being copied. Pages should be turned carefully. For large volumes, use two hands to prevent tearing the large pages; one hand to turn, the other to support the page.

A different kind of caution is exercised when using secondary sources. Students must realize that not everything in print is true or accurate. When a question arises about the authenticity of a secondary source, consider who wrote the material. Is this a person known to have good historical judgment? What primary sources did the author use? How long after the event was the material written? Historians have found stories full of error repeated over and over in print, one author after another copying the error from an earlier publication. No one bothered to check back to the primary materials.

Errors are bound to creep into your work. It happens to the most careful historians. The important point is to make students aware of the problem of accuracy and to be careful about what they accept as fact. It is often appropriate to use "probably" or "may have been" when writing history.

Primary Sources

Personal Collections

Students' families or older residents of the community may have diaries, letters, account books, business records, newspaper clippings, scrapbooks, or photo albums that will give much information about the past. Keepsakes and heirlooms can also tell about the way people lived in the past. When using old keepsakes, be certain to think about them within the context of their own time. Do more than just display these items as curiosities. Consider how history can be interpreted through their study. What do we learn from viewing a piece of handmade lace? Was it used to decorate homes or clothing? How difficult or expensive would it have been to purchase the item ready-made, if indeed it was available at all?

County Records
Teachers who reside in a county seat are fortunate because county court houses are full of local history sources. However, most court house employees are busy with their everyday responsibilities. To obtain their assistance, it would be wise to call ahead, explain your project, and arrange for a convenient time to visit. Employees ordinarily will not do research for you but will help you find the records you need.

Among the many useful records at the court house are wills, probate records, court dockets, property records, birth, death and marriage records, professional and commercial licenses, as well as records of road and bridge construction. Old tax records are also sometimes available. Wills and probate records usually contain a detailed inventory of the deceased's possessions. Land sale records include names of the land owner and purchaser, a description of the land, and the price that was paid. Court records reveal the types of cases tried and the decisions made by the court.

There is no uniform method for keeping court house records, so a researcher will find much variation from one county seat to another. Beginning dates for record keeping also will vary, and some records will be missing entirely, perhaps destroyed by fire or discarded due to lack of storage space.

City Ordinances
City ordinances can contribute much to the overall picture of community life. They give us clues to the things people thought important in another time, and they can show changing attitudes over a period of years. For example, the ordinances for the City of LeMars in 1898 show an interest in protecting and preserving ornamental and shade trees in the town, a concern about the bicycle craze (speed was limited to six miles per hour), and the fear of contagious diseases such as scarlet fever, diphtheria, small pox, and cholera.

School records
Records of the school district may be difficult to track down. They may be at the county court house or at the school district offices. sometimes they have been lost. Board of Education records can provide early schoolhouse locations and dates of decisions for new buildings. Grades and subjects taught, size of the enrollment, and number of teachers and their salaries may also be included.

Local Newspapers
Newspapers may be found in attics, basements, libraries, newspaper offices, or local historical societies. Some newspapers have been recorded on microfilm, and your local library may have copies of these. If not, microfilm copies may be available from the State Historical Society of Iowa through inter-library loan. Check with your librarian about this.

Early in the history of the state, newspapers were the main source of public communication. Almost every town or village had a paper. In the papers published between 1830 and 1860 the arrangement of news was quite different from modern newspapers. Papers usually consisted of four to eight pages, with the two outside pages often being reprints from other newspapers or national ads. Local events and politics were reported inside along with the weather and prices for products in agricultural areas.

You may notice a distinct difference in the quality of the newsprint for old papers. Before 1880, newspapers were printed on paper with a high rag content. These remain in fine condition if they have been properly stored. Later, less expensive newsprint made of wood pulp was used, and the high acid content of this paper causes it to deteriorate quickly. It becomes discolored, brittle, extremely fragile, and must be handled with extra caution. Newspaper advertisements provide business, industrial, and economic information. What was available for people to buy? How much did a house or piece of land cost? What industries were located in the community? What sort of work was available? How much did it pay? In what sort of social activities did citizens take part? Look at the entertainment section for movie titles, and at the radio and TV logs. What did people do for entertainment before these electronic inventions appeared? Did people tend to stay at home instead of getting together in large groups? Some communities had special newspapers or magazines published in foreign languages. This may be a clue to the earlier background of a significant percentage of the population.

Immigrant Guides
When the state was first opened for settlement, pocket-sized handbooks were published to aid travelers planning to immigrate to Iowa. These books aimed to both inform and attract newcomers to the state. Descriptions and locations of towns, climate, soil, crops, minerals, and employment opportunities were included. Because the purpose of these guides was to promote the advantages of the state, they present only the finer points of life in Iowa. References to severe winters, for example, will not be found there. Reprints of four of these old guides may be available at your local or school library: Isaac Galland's Galland's *Iowa Emigrant* (1840), John B. Newhall's a *Glimpse of Iowa* in 1856, John Plumbe, Jr.'s *Sketches of Iowa and Wisconsin* (1839), and *Iowa: The Home for Immigrants* (1870).

Gazetteers
The local library may have old gazetteers with information about specific communities in the state. R.L. Polk and Co. began publishing the *Iowa Gazetteer* in 1879 and continued yearly editions through the mid-1920s. A glance at the 1914-15 volume reveals the names of state officials, representatives, and senators. A map of Iowa shows railroad lines (including electric train service) that provided transportation for metropolitan areas.

Locations of communities, population statistics, business establishments, and photographs of buildings and industries were included. There is often enough information about businesses to reconstruct a downtown business district. Each description of a community begins with a comment about location in relation to the nearest railroad route, an indication of the railroad's primary importance to the community. In the section on occupations, the long list of milliners shows the prevalence of hats as a part of women's costume. The milliner's names reveal that

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this business was dominated by women.

Another gazetteer, probably not easily available but worth look for the *Iowa State Gazetteer* compiled by James T. Hair in 1865, includes a brief history and description of Iowa, township census returns for 1865, and a brief history of each county with description of communities. a wide range of information about railroad service, climate, school board districts, student enrollment, and teachers' salaries helps build an overall picture of the local scene.

Anniversary and Pioneer Day Speeches and Addresses
At the turn of the century old settlers or pioneer day celebrations were in vogue, and more recently, many communities have celebrated fiftieth and one-hundredth anniversaries. All of these occasions gave impetus to pamphlets, newspaper features, and speeches about the history of the community. These stories and orations are usually laced with boosterism; however, they do tell about everyday life and the role a community played in the development of the state.

Cemetery Inscriptions
Before visiting a cemetery, check with the custodian or town officials. some cemeteries limit visitors or require advance permission. Ask about hours and visit the cemetery yourself in advance of your students. When the time for the actual visit arrives, students may need a reminder that the cemetery is a place for quiet and respectful behavior.

Cemeteries in current use are easily found. some of these have been used continuously since the community began. Older, discontinued cemeteries (especially those in rural areas) may be located by contacting your local historical or genealogical society. Members of these organizations throughout the state have spent many hours tracking down out-of-the-way plots and recording the inscriptions from the tombstones. Some of this research has been published in *Hawkeye Heritage*, the quarterly publication of the Iowa Genealogical Society. The index may be purchased to determine if there is an issue that contains the sort of information you are looking for. Back issues may be ordered from the Society.

Oral History
Oral history is a valuable method of collecting historical information. Relatives, friends, and neighbors who have lived in the area for a long time can give a firsthand report on a wide range of experiences. People might recall the first automobile in town, when their first telephone or electric service was installed, or their early use of the phonograph and radio. They can tell about changes in their lives caused by wars, depressions, and natural disasters. Senior citizen organizations exist in most communities and are another valuable source for local oral history. A quick check in the phone book under "senior citizen" or "recreation center" and a phone call will put you in touch with a group of willing participants. Oral interviews need special advance planning and require an interviewer who is pleasant and polite. Appointments for interviews, advance preparation of questions, and a classroom rehearsal are advised. Good planning helps prevent the general reminiscence that covers too many broad topics and leaves the student without enough specific material on his or her topic. A tape recorder is a valuable tool for oral history, but it is wise to take careful notes during the interview in case the recorder malfunctions or runs out of tape.

A note of caution: even the best human memories are fallible. although and oral history session may yield a first-hand account of an event, the longer the lapse of time from the actual happening, the less reliable the memory is apt to be. Students should be cautioned about unsupported oral testimony.

Maps and Atlases
Maps have many uses. Topographical maps help students understand how geography influenced the location of early community sites. Early towns were located where transportation was close-by so settlers could market their products. Maps covering a span of years will show how the physical boundaries of a community have changes. Students should look for reasons why changes occurred. did the community grow? Why did more people come? Was there a new industry? Did a railroad turn the community into a market town? With practice, students will learn to read maps "historically." Soon they will learn to locate main highways, bridges, railroads lines, rivers, metropolitan areas and ask, "What influence do these have on the lives of the people in the community?"

County atlases contain large, clear plats of townships and communities. Land owners are recorded on the maps as are the railroad lines, schools, churches, homes, and industrial buildings of a community. A good state atlas is the *Illustrated Historical Atlas of the State of Iowa* by A.T. Andreas, first published in 1875. There were nine different editions, each published to emphasize one congressional district. all contain the same general information: maps of all the counties, portraits of prominent citizens, pictures and plats of cities and small towns, and pictures of buildings. The history of the state and counties is included along with a business directory.

It is important to know that those whose names appear in the directory paid for that privilege. The *Andreas Historical Atlas of Iowa* was reprinted in 1970 in an edition including all the illustrations from the nine congressional district versions The volume is reduced from the original size, so a magnifying glass is a useful tool when studying this edition.

Look for state, county, and local maps at the library, historical society, nearby college or university library, banks, real estate offices, or land title and abstract companies. Topographic maps are available from the U.S. Geological Survey. A free index to *Topographic Maps of Iowa* may be obtained by sending your request, including your name and address to Iowa Geological Survey, 123 N. Capitol Street, Trowbridge Hall, Iowa City, Iowa 52242. These excellent, colored maps show county, township, and section lines as well as altitude, land contours, streams, lakes, roads, houses, churches, school buildings, and railroad lines. Another fine source is *A Regional Guide to Iowa Landforms* by Jean Cutler Prior. Written for classroom use, it can be purchased from the Iowa Geological Survey. The booklet is well illustrated with photographs, drawings, and maps.

City Directories

Call the local library to see if it has a city directory and ask the date the collection begins. If the directory is 20 or more years old, it will have information that helps to recreate a picture of your community and some of its changes. Directories contain resident's names, addresses, and occupations. religious groups are listed. The advertisements reveal much about the business and economic life of the community. Changes in transportation and communication can be found as well. Directories for older cities in Iowa date from the 1850s and 1860s.

Illustrations

Pictures add a visual dimension to local history study. Family albums, old newspapers, and country histories are all sources for illustrations. Many old calendars have drawings of buildings and artifacts. Look at clothing worn in photographs, study styling and fabrics from the time of the photos and compare them with modern styles. What caused the changes in the kinds of clothing over the years? Was it fashion alone?

Local Museums

A trip to the local museum is useful if careful preparations are made before the visit. Students should be prepared to analyze the artifacts they see in order to answer questions about the past. If the local museum has collected a broad range of household utensils and tools, students should focus on artifacts from the period under study. What do these things tell us about the way people used their time and how they did their work?

Secondary Sources

County and Family Histories

County, local, and family history books are often available at local historical or genealogical societies and public libraries. Most county histories were written and published around the turn of the century and are useful for early history of an area. During recent years, many of these histories have been reprinted by historical and genealogical groups. In the 1930s, the WPA sponsored a Federal Writers' Project which produced updated histories for some Iowa counties. County histories can provide information about early conditions, customs, and industrial development. Be cautious—county histories were often commercial enterprises: residents of communities paid for the recognition they received. Usually these people were listed as prominent citizens, and often they were—but you must keep in mind that some prominent citizens chose not to pay to appear in such histories and remain unknown unless found in other sources.

Family histories vary in content. some give only the listing of family members with dates for births, deaths, and marriages. Others are written to celebrate the family and may be less than objective or accurate.

Books, Articles, and Other Published Sources

This is not a comprehensive list of printed sources, but the following books and articles should be considered basic to the study of local history. They contain information on more than one topic of local history. The three publications of the Department of Public Instruction, probably in your school library, are good bibliographic guides. The best source book for beginning a local history study is *Discovering Historic Iowa* by LeRoy G. Pratt. This 313-page volume is arranged according to location. Included are lists of local historical societies, museums, parks, and historic sites. *Iowa History, A Guide to Resource Material* lists available materials according to the source. The guide includes titles of articles in *The Iowan* from 1952 through 1972. sources are not arranged by subject, but a careful search may reveal an article related to your local area. *Iowa and Some Iowans* will provide a list of useful books and films. *The Pageant of the Press* by William J. Petersen contains pages from selected newspapers of 38 communities spanning the years from 1836 to 1961. Approximately three-fourths of the selections are from papers published before the turn of the century. The following communities are included: Albia, Belle Plaine, Bloomfield, Bloomington (Muscatine), Burlington, Cedar Rapids, Clarinda, Clinton, Council Bluffs, Davenport, Des Moines, Dubuque, Eddyville, Fairfield, Keosauqua, Lansing, Marshalltown, Mason City, Mitchellville, Muscatine, Ottumwa, Panora, Prairie City, Rock Rapids, Sidney, Sioux City, Storm Lake, Wapello, Waterloo, Webster City, and West Union.

Abandoned Towns, Villages and Post Offices of Iowa by David C. Mott is a reprint from *The Annals of Iowa*, volumes 17 and 18. Towns are arranged in alphabetical order by county, and location is given. Every two years the State of Iowa publishes the *Iowa Official Register*. It contains a wide range of information useful for local history study. Either your school or local library will have copies. The Register includes a brief history of the state with reference to some local areas such as locations of forts, early French settlements, and names of local Iowa heroes. Histories of the state educational institutions, operating budgets, and enrollments will be found. Population is given by county for the most recent United States census and the population of incorporated cities for the two preceding censuses. Election results by county, popular votes for President for the past 30 years, and Iowans who have served in the President's Cabinet are also included.

Topics for Study

After discovering what sources are available, you can decide which topics to study. If you have a full semester to devote to local history, a complete study from prehistoric time to the present may be possible. If time is limited, however, consider one of the two following approaches.

1. Choose a limited period of time and learn as much as possible about that period. In the past, much classroom time has been devoted to the pioneer period. It is a fascinating time in Iowa history and one that captures the interest of young students. There are, however, other equally interesting periods. For example, a Depression period study could include gathering information about every phase of community life from 1929 through 1941. Students might use oral history techniques to learn about social activities, methods of transportation and communication, and how people dealt with economic problems.

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Federal projects in the community could be described. Compiling as much information as possible, students could then answer such questions as: How did the government projects help? How did families deal with little or no income? What businesses in the community failed? Piecing information together, life in the community during the Depression could be reconstructed.

2. Another approach is to chose one or more topics and research each one thoroughly from the pioneer settlement period to the present. This gives an excellent opportunity to observe changes and make comparisons. Help students think about the impact of change on the community. How did change affect the way people lived? How did it affect the entire community?

When the time comes to present study topics to the class, explain the possibilities for research in each area. A mimeographed list (or a list on the chalk board) from which to make a choice is, by itself, uninspiring to the average student.

An enthusiastic discussion about the subject areas and their potentials can make topics come alive as well as assist students in making choices that fit their interests. Your enthusiasm and motivation will be the key to a good start.

The following list of suggestions for time periods and research topics is not meant to be all inclusive. In your preliminary search for sources a subject not mentioned here may become an obvious choice for study and should be included in your local history project.

Geography—Topography—Natural Environment

Every student should have some understanding of the relationship between people and their environment before proceeding with any topic on local history. Throughout history, the community's geography, topography, and natural environment have influenced community growth and development and the lives of the inhabitants. Students should know how geographic conditions and natural resources determined where a community was established and the manner in which it grew.

Students should make maps showing topographic features such as streams and wooded areas, streets, residential areas, business centers, and manufacturing plants. Perhaps a stream divided the town or a high bluff created transportation problems. Discuss the influence of topography on the physical development of the town. Save the map for later reference.

Climate has influenced the way people live. For example, before the development of air conditioning, porches were considered an important architectural feature of a home, a place people could cool off on hot Iowa days. The porch also provided an opportunity for people to socialize with neighbors, a sharp contrast to the modern habit of remaining indoors in cool, air-conditioned homes. with the students, make a list of the influences climate has had on people in their town. As you do this ask students to think about where people lived and worked in all seasons of the year. Perhaps the natural environment around your community has changed. What plants and animals were originally there? If you are near a river or stream, what has happened to that waterway through the years? Communities in mining areas have witnessed drastic changes in the environment. How have these changes affected those who live there?

Demography

Population statistics tell much about a community. Census records include information about former place of residence, race, and nationality.

One way to indicate where early residents lived before settling in your community is to make a map of the United States and stretch yarn or draw lines from your town to the state or country from which the earlier inhabitants came. Do the same for your present students' families and compare the maps. What are the differences in the patterns of mobility between the two? Is there a high percentage of people from one state, region, or country? If so, why? What effect did their presence have in the community?

Did the group make special contributions? Have any industries been established due to the special skills brought by these people? How many Iowa natives appear on each map? What tentative conclusions might be drawn from this information?

For another activity, use census information to make a graph showing population variations. Students can use the graph to ask questions. What caused the fluctuations? early upward trends might represent a great rush for new farm land. Later, a railroad line or new industry may have had a influence. If there is a population decline, look for causes and effects.

Transportation

Newer and better modes of transportation markedly changed the day-to-day existence of Iowans. Transportation determined which goods were produced and marketed, where people lived, and the frequency of social contact. early Iowa communities depended on water and horsedrawn transportation for moving people and goods. Elaborate plans to improve Iowa's river navigation ended with the arrival of the railroads. In Iowa, railroad construction began in 1855; by 1867, the first railroad was completed across the state, and three more lines were completed within three years. Railroads soon crisscrossed the state so that no community was farther than 15 miles from a railroad line. Railroads reduced the time and cost of transporting both goods and people and provided a reliable means of year-round transportation. With access to more distant markets, agricultural production increased, and a wider variety of merchandise for purchase was made available. Because of these advantages towns competed with one another for the privileges of having a railroad depot. Occasionally, a town that lost out virtually disappeared. Check to see if there is a railroad depot in your town. Is it still in use? How long has the railroad line operated in your community? What sort of change did this make in the lives of the people? When did freight service begin? What goods were shipped? What products were brought to the town by rail? What replaced the railroad and when?

A local form of transportation on rails was the trolley. some trolley lines were limited to in-town transportation, others were inter-urban trains connecting two or more cities. Find out if your community had a trolley. How did this form of transportation influence and change people's lives and therefore the community?

automobiles and airplanes caused even more changes. With the advent of the auto, good roads were necessary, but they were expensive. Who did the people in the community think should pay the construction costs for better roads for automobiles? Was there any controversy about the routing of roads and highways?

As a project, make a chart showing the different types of transportation used in your community. Choose a specified number of miles and record how long it would take to travel the distance by different forms of transportation.

Sources for transportation information include city ordinances, city directories, old newspapers, timetables, schedules, and oral histories. Maps will show routes for highways and railroads. City and county histories also will have information on transportation.

Communication

During the early years of Iowa's history the primary means of spreading information was through newspapers. Papers were the sources of local, state, and national news. Early newspapers wee usually very politically oriented, often begun and supported by a political party. Newspapers acted as chambers of commerce, enthusiastically supporting local community growth and development. Local social events, tragedies, births, deaths, and marriages made up an important part of the news. The telegraph greatly speeded the rate at which news was brought to what were once isolated towns. After 1900, the telephone came into use. By the 1920s, radios could be found in most homes and, by the 1950s television sets. Mail service, too, changed over the years. In 1924, the first transcontinental air mail service across Iowa was begun.

How did the development of better communication affect your locality? What changes occurred in daily life and business? Did your community have more than one newspaper? How many are there now? What caused the change? Does your community have a radio station? When was it established? How has it influenced the lives of people in the community? Has there been a specialized magazine or newspaper published in your community? If it was discontinued, try to find out why. As an in-depth study, the technical refinements in different areas of communication will have great interest for some students. Go beyond just looking at the equipment; learn how it was used. For example, the mechanics of placing a phone call have changed considerably since the first days of telephone service. There was probably a central switchboard first, followed later by direct dialing.

Sources for communication history include newspaper publishers, the local telephone office, and postmaster. The public library may have editions of old newspapers. Recollections of old-time residents, particularly if they worked in communication areas, are also useful.

Business and Industry

The first small businesses in Iowa communities usually were related to the needs of the newly established agricultural settlement. A general store, hotel, blacksmith shop, or flour and lumber mills wee usually among the first businesses established. Lawyers and surveyors also wee among the first to offer services. As a town grew, tailors, shoemakers, coopers, and other artisans set up shops. Most towns were basically self-sufficient.

After the Civil War, changes in transportation and manufacturing caused a gradual shift from self-sufficiency to dependence on outside sources. Brand-name products, low in cost and manufactured elsewhere, replaced those of home-town industries. Ready-made clothing was available either at a local store or through a mail-order house. Because of outside competition many local industries eventually were forced out of business.

Find out which businesses and industries were a part of your community's history. No doubt some of them have disappeared. Why? There may have been many door-to-door services provided by the ice man, bakery wagon, vegetable vendor, or knife sharpener. If so, when? Why were they discontinued?

Iowa has always been an agricultural state. Agriculture may have greatly influenced the history of your community. What technological and scientific advances caused changes in agricultural methods? You will find that different crops were grown at different times. What factors influenced the choice of crops produced?

Farms, businesses, and industries provided jobs for many people. Find out about these working men, women, and children, what sort of work they did and what they were paid. Were working conditions an issue at one time?

Community and Neighborhood Development

To help form students' conception of the community at different times in history, post a map of the city or town in the classroom on which changes in the community can be shown. a large map marked with only the city limits an streets is best. Information can be placed on the map as study progresses, including changes in city boundaries, industrial, commercial, and residential areas. Every community has a development pattern. Usually, cities grow out and away from the original reason for existence. The might be a market place, industrial site, crossroads, or government center. A good way to find out about community growth is to walk around and look at the town. Take paper, pencil, and clipboard to record information. Begin in what you think to be the oldest part of town. First, look for clues to the reason the town was established. Then, look up at the old buildings to get above first floor remodeling. There may be dates at the top, over the door, or on a cornerstone. Remains of old painted signs on the sides of buildings may tell how that building was used in an earlier time. Make notes and sketches of architectural details that might help date buildings. Look down. Are there any dates in contractor's imprints on the sidewalk? You may want to make a rubbing of the mark left in the cement. Are there clues that at one time trolley tracks were in the streets? Find out when and why they were paved over. If there are excavations going on you will be able to determine the street surfaces of the past. Locate railroad tracks, industrial

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and residential areas. Record street names. They may give clues to either their use, location, or the people who originally lived there, for example, Market, Park, Center, Church, Mill, Division, Wilson, and Thomas. Abandoned buildings, too, are clues to the past. It would be unwise to suggest that students enter such structures, but often there are clues on or around the building that tell its past use. Is there an old smoke stack standing alone somewhere in the town? What sort of industry was there? Ask long time residents about it.

Architecture can give clues to age and character of the neighborhood. Home size might be a clue to the size of families or to economic conditions at the time the house was built. Not everyone lived in a grand old Victorian home similar to the ones being saved and preserved today. Look for moderate-size homes of the same period. They too have a special charm and are good examples of housing for the average family. Try to find out who designed homes: the builder, the owners, and architect? What building materials were used? What features once were standard on earlier homes that have now disappeared? There are few good source books for midwestern architecture, especially for the twentieth century. Three helpful sources are *Styles and Designs in Wisconsin Housing,* available from the University of Wisconsin Extension service, Marcus Whiffen's *American Architecture Since 1780 A Guide to Styles,* and "From Porch to Patio" by Richard Thomas in the July/August 1975 edition of *The Palimpsest.*

Cultural Development—Entertainment

In habitants of your towns developed cultural activities to enhance the lives of citizens. In the late nineteenth century, literary societies were a favorite cultural activity often bringing professional lecturers to the community.

Libraries sometimes operated as private associations until city fathers could be convinced to finance a free public library. In 1881, Andrew Carnegie offered to donate funds for public library buildings and many communities then found it possible to provide library services.

Music has played a prominent role in the cultural history of most Iowa communities. Bands, orchestras, and choral societies provided both artistic expression and entertainment for local citizens. Home town theatricals and pageants also were part of cultural activity. The pride of many a community was the opera house that provided a stage for local and professional performances. Vaudeville, minstrel shows, lectures, opera, Chautauqua, the circus, and later, motion pictures, were all part of town life.

Try to find out who took part in or supported cultural endeavors. When was each activity popular? Was there a relationship to the educational opportunities or transportation and communication facilities of the time? Perhaps your community was home for an artist, writer or musician of local, state, or national renown. Was the environment of your community an influence on the artist's work?

Soon after settlement, county or agricultural fairs became a yearly occurrence. Fairs were held in Iowa as early as 1841 and were mainly educational in purpose. The fairs also took on a social aspect in a time when there were few opportunities for large gatherings of people. Following the Civil War, fairs continued their educational roles, but added a large dose of amusement and entertainment. After 1910, special fair grounds and well-organized programs were considered necessary, and entertainment became ad important and permanent part of the county fair.

Special customs developed around the celebration of holidays. Find out what happened in the community or schools to celebrate Valentine's Day, April Fool's Day, Arbor Day, May Day, Memorial (Decoration) Day, the Fourth of July, Labor Day, and Veteran's (Armistice) Day.

Education

Education has always had high priority in Iowa, and schools often were established when a community was still young. Not all children attended, and universal education was slow to develop; but support for the establishment of schools was available in every Iowa township thanks to the Northwest Ordinance of 1785. Under the provisions of this law, 640 acres of land in every township were set aside to provide funds for the support of public schools. These "school lands" were generally sold or rented and the proceeds used for the stated purpose.

Public school board records may have information about the date each school in your town was built and how education was financed. Before the advent of public schools there were many private academies in Iowa. Private academies kept separate records which may be difficult to locate. In regard to the daily conduct of school, try to learn how teachers were trained, selected, and paid; how classrooms were furnished and arranged; what educational materials were provided and from what source; who attended school; and how long students attended classes. Look at school buildings for overall size, number of classrooms, and manner of heating and cooling. Were there facilities for other activities, a cafeteria, gymnasium, library, or music room? Some communities had religious schools. You may want to learn why these schools were established, who paid for them, and how they differed from public schools.

Recreation, Leisure, Social

During the early period of settlement social life often grew out of community gatherings such as church or school activities. In rural areas social diversion often had useful aspects. People created social events out of group work such as corn huskings and house-raisings. Certainly this must have made the work seem less tiresome. As time passed, recreational activities took on a more leisurely guise.

Baseball was an early sport on both the amateur and professional level. Following the Civil War, teams existed in many towns all over the state. As rail transportation became available, intercity rivalries arose. Rules and equipment changed through the years. Find out if your community had a team. Were the players home town boys? Who went to the games?

Bicycling was a popular recreation and form of transportation for men and women in the 1890s. Wheel clubs were formed and often the members campaigned for good roads and bike paths. Look for other activities that have been a part of everyday life in your community. Try to find out how much time people devoted to these activities.

Many organizations, serving every segment of the population, appeared over the years including service clubs, P.T.A., Granges, Boy Scouts, Girl Scouts, Camp Fire Girls, and 4-H. When did these organizations begin? Was there a special need or purpose for the group? If the group still exists today, how has it changes? Did it have an influence on the community?

Government—Politics

Citizens of new communities most often established town governments based on past experiences in former communities with modifications to meet the demands of the new situation. Find out how your city government was organized and how officials were chosen. What kinds of services have citizens expected the city to provide? When did these services begin and how were they financed? Did city services increase or decrease?

The selection of the county seat location was often hotly disputed. To be chosen county seat was considered a guarantee of prosperity for any town. For example, the presence of the court house insured that people would come to town for legal business, and they were likely to shop while there. If you live in the county seat find out how our town won this much sought-after position. What influence did it have on the growth of the town? Perhaps you lived in a community that lost. How did this happen? did it affect the growth of the community?

National political party affiliation had little importance during the early settlement years of Iowa. Candidates were chosen on the basis of personal characteristics and local issues. But after the national election of 1840, voters increasingly identified with political parties and chose candidates on a party basis. Look for the earliest influence of Political parties in your community. Perhaps a member of your community was active in state or national politics. Did his or her political activity have a direct influence on the community?

The Family

As a basic unit of the community, the family is one of the most important topics of study in town life. There are many areas of family life to pursue. Consider how marriages were arranged. Perhaps in very early days it was more a matter of mutual support than romance. some marriages may have been arranged by parents. Look for changes in attitudes towards marriage and reasons for these changes.

Family size has varied over the years and census statistics may be used to document the fluctuations. The city or county may also have pertinent records. Look for reasons for variations. Help students understand the impact population changes may have on housing, schooling, and other services provided by the community.

What was the role of each family member? For what work was each member responsible? What work was shared? Who worked away from home? How much education did family members have? Did the family adhere strictly to a religious faith? What did members do for recreation at home; away from home? Who was the authority figure: the father, mother, both? For recent times, oral history is a good way to obtain this information.

A good way to organize information about the family is to recreate a day in the life of the family for a given year. Information from other study topics will help to reconstruct the activities of each family member. As individual family members move through the day, give careful thought to the amount of time a given activity would take. How long did it take to walk several miles? Was doing the family laundry an all day affair? Some students might re-create a home in miniature, showing the appropriate household equipment and furniture for the time.
Health

Diseases were a serious problem to early Iowa communities. Cholera epidemics in the 1850s gave rise to laws intended to control spread of the disease. Communities took responsibility to protect the health of citizens. Find other laws passed that were concerned with the health of the people. What remedies for illness were used in the home? How were illnesses and injuries treated by professionals? How did the progress of medicine change life in the family and the community? Were these changes taking place in other parts of Iowa and the nation? The City Hall will have records of health ordinances. One source on local epidemics is the local cemetery. Many deaths within a relatively short time may indicate an epidemic.

Religion

Most Iowa communities have several religious denominations. What denominations are found in your town? Was there ever a religious group that was dominant in your locality? Perhaps your community is one that was founded by people seeking refuge from religious intolerance elsewhere or creating a religious experiment. Finally, ask what part religion has played in the history of the community.

When your local history project is completed, consider sharing your experiences and information. A receptive audience awaits beyond the classroom, within your own school, school district, and community. Local historical societies, women's clubs, and service organizations are particularly interested in the activities of young people and will welcome a well-prepared program based on your final results and methodology. For your students, such a presentation serves to underscore the importance and worth of their work.

Time Periods: An Overview of Iowa History

The overview provides the context of state and national history necessary to the interpretation of local history. It also divides Iowa history into time periods which may be used for abbreviated studies. The overview is not a comprehensive history of Iowa, but is intended to give the teacher a broad, general knowledge of events that influenced the community and lives of the inhabitants.

I. Prehistory, Native Inhabitants

continued

II. Early Land Ownership: Indian, Spanish, French, American

III. Pioneer Settlement

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I. Prehistory—Native Inhabitants

Not everyone will be able to study prehistory. However, if your community is located near an ancient site you may want to include this period of time as part of your local history project.

Scientists currently believe the early inhabitants who once lived in Iowa are descended from a race of people who came from Asia across the Bering Sea. Migration began about 30,000 years ago. Early inhabitants who settled in what is today the State of Iowa are divided into five cultural groups. Members of these ancient cultures used the land differently from the settlers who arrived in the 1830s. Compare the way the early inhabitants used the land as they found it to that of the early settlers.

There are several sources for information about the known prehistoric sites. Leland Sage's *A History of Iowa* discusses the prehistoric inhabitants and contains an excellent map locating sites. *Western Iowa Prehistory* by Duane Anderson locates and discusses ancient cultures in the western half of the state. An excellent overview of the prehistoric period is available in the Educational Series published by the Office of the State Archaeologist. Other secondary sources, including films, are listed in *Iowa and Some Iowans.*

A note of caution: archaeologists are concerned today about the preservation of prehistoric sites. Under no circumstances should teachers or students undertake any sort of digging or remove any materials at such a site. Arrangements to visit areas of interest should be made with the authorities in charge.

II. Early Land Ownership: Indian, Spanish, French, American

Owned by France, Spain, and again briefly by France, the land that is now Iowa came to the U.S. through the Louisiana Purchase. When American settlers arrived at the Mississippi River, the Sauk Indians were living on the east side of the river.

On the west, in what is now Iowa, resided the Fox, the name given to the Mesquakie tribe by early white explorers and used by the Federal government. The Ioways were located along the Des Moines River, and the Sioux from Minnesota hunted in north and north central Iowa.

As white settlers, ever eager for land, moved westward, the Federal government devised a policy of removal and relocation of native inhabitants. By treaty, land was acquired from the Indians, and the tribes relocated to a place specified by the government. Once Indian removal was complete, the land was surveyed and sold.

The first major purchase of land in Iowa was a result of the Black Hawk War. As a consequence of Black Hawk's unsuccessful resistance to the appropriation of his tribe's Illinois lands, the Sauk and Fox were required to sell land west of the Mississippi River. This land was open for settlement June 1, 1833. A series of cessions followed involving by 1842 the eastern two-thirds of the state. In 1851, the final purchase of land that is now part of Iowa was made. Most of Iowa's Indians were transported to Kansas.

One group of Indians, however, returned to Iowa. The Mesquakies, unhappy where they had been relocated in Kansas, drifted back, joined several small lingering bands, purchased land, and once again became residents of Iowa. The Mesquakie Settlement that began in 1856 as an 80-acre tract of land along the Iowa River in Tama County today contains over 3,300 acres of tribally-owned land.

III. Pioneer Settlement

The settlement of Iowa was a climax to the nation's agricultural expansion. Opened during the great westward migration, Iowa became the goal for many land hungry settlers. Population rose from a few dozen people (mostly miners) in 1832 to 102,338 by the time of statehood in 1846. In the following 14 years, population mushroomed to 674,913. Most of these people were involved with agriculture.

Settlement was controlled by the well-established procedures of the Land Ordinance of 1785 and the Northwest Ordinance of 1787, laws that provided for the transition from territorial status to statehood The 1785 law determined how land should be purchased from the Indians, surveyed, divided, and sold. The 1787 law set down a pattern of government for territories and a plan for eventual statehood.

A combination of factors contributed to Iowa's growth. Not only was the territory opened during a time of enormous national prosperity, but technical advances had made travel faster and easier. Ohio and Mississippi River steam boats already ran on a regular schedule three years before Iowa was officially open for settlement. By 1840, there were 400 boats on the Mississippi and its tributaries, their routes extending to the Iowa ports at Keokuk, Bloomington (Muscatine), Burlington, Davenport, Lyons, and Dubuque.

Improved roads and the new railroads led to increased overland travel. By 1854, the first railroad reached the Mississippi River at Rock Island, directly across from the city of Davenport. Improved communication helped promote interest among both

Easterners and European emigrants. Newspapers, personal letters, and guidebooks all extolled the beauty, rich soil, and future promise of Iowa.

National migrations in the later 1840s also played a part in Iowa's settlement. In 1846, the first of many Mormon migrations began across the state. In 1849, the California gold rush brought yet another surge of people traveling westward through the state. These migrations contributed a certain amount of population through fall-out default as well as providing a market for Iowa's food as supplies for the migrants. Natural disasters in the East and Europe brought others to Iowa. In 1854, drought in the Ohio Valley and a widespread cholera epidemic prompted people to seek a better and healthier place to live.

Newcomers came by several routes. Some chose the waterway, down the Ohio River to the Mississippi, then up the great river to the port cities of Keokuk, Burlington, Davenport, Muscatine, Lyons, and Dubuque. Overlanders followed the National Road through Illinois or traveled south from the ports of the Great Lakes, Milwaukee, and Chicago. At the Mississippi, ferry boats did a brisk business transporting immigrants, their wagons, livestock, and belongings to the shores of Iowa.

The early settlers chose land in the Iowa river valleys where wood and water were plentiful. By 1850, most of this land was occupied and settlement began to move away from the rivers. Last to be settled were the lands in the northwest, isolated until the railroad reached the area. Newcomers were still arriving as late as the 1880s.

The new arrivals brought more than their belongings and hopes for a new start. They also brought their past experiences and attitudes about law and government, politics, economics, and society. With a few exceptions the civilization they wanted to establish was based on old forms, modified by the demands of the new environment.

When Iowa Territory was established in 1838 the appointed governor, Robert Lucas, selected Burlington as the first territorial capital as population continued to move west the capital was relocated in 1841 at Iowa City. The first formal attempt to gain statehood came in 1844 when a Constitutional Convention was called. The effort failed, however, defeated by a dispute with Congress over state boundaries. In 1846, a second Constitutional Convention was called. A few minor changes in the old 1844 Constitution were made and proposed boundaries defined. this time, congress accepted both Constitution and boundaries, and on December 28, 1846, Iowa became the twenty-ninth state.

The state continued to grow as rapidly as had the territory. By 1855, population had moved so far into the western part of the state that the capital again was moved, this time to Des Moines to keep state government near the center of population.

Early local government was organized at the county level. The county seat was the locus of government and political activity. County courts decided boundary disputes, property damage claims, and criminal cases (which generally concerned livestock stealing, assault, and gambling). Most importantly, the county court system gave citizens access to a convenient source of justice where it was not essential to hire a lawyer.

Most political interest during the first decade of settlement was directed toward local matters. Selection of officials and representatives more often was based on the candidates' personal qualities or achievements than on party affiliation. The 1840 presidential campaign created enough interest in national issues to encourage partisan political alignment. From then on, Iowa politics were increasingly integrated with the national political scene.

As pioneers moved across the land there reappeared a cycle of settlement that had begun with the first colonists of America. Iowans moved from the subsistence level, to commercial crop production, and to concentration on towns as marketing centers. Early settlers, by necessity, were self-sufficient. The family units worked hard hunting, farming, and making their won tools and clothing. There was seldom anything left over to be sold. Within a few years, as transportation improved and production increased, settlers could send surplus products to market, and in turn could afford to buy some of the things they formerly made at home. at this point the agriculturist became a part of the national economy and found himself vulnerable to the fluctuations of national or even international markets.

Linked to the growing commercialism of the farmer was the rise of the merchant and growth of small towns as marketing centers. Merchants accepted farm produce in exchange for manufactured products purchased by farmers and conducted a variety of enterprises related to their trade with farmers including general store keeping, meat packing, small manufacturing, real estate, law, and banking. The growing towns attracted skilled craftsmen, artisans, and professionals. The landscape was dotted with small marketing centers located so that a trip from farm to town and back could be accomplished in one day.

As Iowa grew commercially, businesses needed banks and money for everyday transactions. In Iowa, there were no banks, and except for gold and silver coins the available money was of questionable value. Sound money was a national problem, as well, since there was no uniform currency. More than 1,000 banks had placed different paper notes in circulation, some sound, others questionable or worthless.

This created a distrust of banks and bankers in Iowa. The first state constitution prohibited both banks and local issuance of money. By 1857, it was evident that business in the state could not continue to develop and expand without a regulated bank with the authority to issue currency.

during the early pioneer period, much social activity centered around the church. Often an interdenominational organization served a whole community. As population increased, denominational churches appeared. some Eastern denominations sent missionaries to help establish churches, concerned that without assistance the Iowa inhabitants might fail to found proper religious institutions. By the 1840s most older settlements had established permanent churches. Disputes over theology within and between congregations were not uncommon. Generally, there was much social pressure upon Iowans to take part in religious organization.

Education was important to early Iowans, and they provided for schools as best they could. sometimes, tuition was paid by parents who contracted with an itinerant teacher, or a teacher might move to a community to seek students. Most often tu-

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ition was paid in kind; cash was an exception. In 1858, common schools free to the public were established. There were also mechanics institutes for trades. The emphasis in these schools was on the practical. Moral instructions and preservation of democracy were considered primary education functions.

IV. Pre Civil War—Civil War

In the years immediately before the Civil War, the boundaries of Iowa encompassed all phases of the settlement cycle. In the west, frontier families continued to settle on new land breaking the sod, planting and harvesting first crops, and establishing new homes. In the earlier settled eastern and southern areas new technology and mechanization slowly changed rural and town life. Agricultural production increased as farmers acquired improved plows and mechanical planting and harvesting equipment. As railroad lines extended inland from the Mississippi, the increased amount of produce from the interior was shipped to an expanding market in eastern states.

Small local industries developed in cities and towns, among them flour milling, glove making, founding, and even glass and pottery making establishments. Steam provided the power for many of these industries.

Growth of business and agriculture was aided by a rapid increase in population. Between 1850 and 1860 the number of people in Iowa tripled from 192,214 to 674,913. Among the newcomers streaming into the state were Europeans from Germany, Ireland, Scandinavia, and the Netherlands, joined by Yankees from New England, New York, and Pennsylvania. This new migration changed the character of Iowa's population. People from New England, the Old Northwest, and Europe had different attitudes and customs from those of the earlier Southern oriented population.

This change was strongly evident as the nationwide issue of slavery became more divisive. Some Iowans supported states' rights and believed slavery should be abolished. Other Iowans actively aided fugitive slaves, and private homes became stops on the Underground Railroad.

By 1854, Iowans had aligned politically in response to the slavery issue. Anti-slavery advocates were elected as State Governor and United States Senator. When the war began, Iowa's commitment to the Union was clear. Thousands volunteered immediately. Two-thirds of Iowa men of military age served, some 78,000 in all.

Those who stayed at home maintained farms and businesses. With many of the adult males absent, this work often was left to women and young boys. In some towns, volunteers organized to help improve the conditions in military camps and hospitals. Government provisions were far from adequate, and Soldier's Aid Societies provided food and clothing, called sanitary stores. Aid Societies also assisted families that fell on hard times while the breadwinner was away at war.

A few Iowans-influenced, perhaps, by the many Iowa immigrants from the South-clung to their belief in states' rights and openly opposed the war. For a time there were rumors and reports of secret societies dedicated to resisting the Union cause, including the Knights of the Golden circle; however, recent research has produced no strong evidence of Knights' activity in Iowa. When the Union began to gain the upper hand in the war, the voices of opposition gradually fell silent.

Throughout this period social life in communities remained strongly centered in the church. There were, however, activities of a secular nature to broaden the social scene. Fairs, circuses, and literary societies were popular. A growing sense of social responsibility found expression in state-supported institutions for the blind, deaf and dumb, mentally retarded, and mentally ill. Institutions of higher learning, both public and private also were established. This sense of social concern and responsibility was heightened by the many problems created by the Civil War.

By the end of the Civil War Iowa had emerged from a self-sufficient pioneer state into an agricultural and commercial member of the nation. Those who survived the calamities of the war joined the increasingly technological post-war world.

V. Post-War Reorientation 1865-1896

Although many regional and cultural differences remained, the Civil War experience had encouraged a sense of national unity and identity. The nation was further united as the expanding railroad network linked one sea coast with the other. By 1870, seven railroad lines crossed Iowa with branch lines extending into almost every portion of the state.

Between 1850 and 1860, Iowa's population tripled, and it continued to expand as people migrated to the remaining unsettled parts of the state. By 1890, the frontier had passed, not only in Iowa, but in the nation as well. Population in towns and cities was on the increase and community success was measured in terms of growth and expansion.

In the East, great industrial and marketing centers began to develop. Although Iowa remained strongly agricultural, the state joined in the nationwide industrial trend with the establishment of large agriculture-related industries. Natural resources, including coal and gypsum, also were exploited. The industrial labor force grew, organized, and gained power. Strikes occurred as early as 1877 in the Iowa coal industry. By 1890, approximately 15 percent of the population was employed in manufacturing or mining, while agriculture occupied a little over 50 percent of the Iowa working force.

As farming developed into a strong commercial business during the war, the future seemed promising. High production—

stimulated by new technology—continued following the war, but consumption declined. Prices for agricultural products fell and remained low for the rest of the century causing extreme financial difficulties for farmers. Lack of currency also was a problem. Unable to pay gold for costs of the war, the United States government and issued unsecured paper money, called greenbacks, to pay wartime wages and purchase goods. When the war ended, greenbacks in circulation totaled $450,000,000. The government stopped issuing this currency and began to withdraw it from circulation, creating a money shortage. Farmers, who seldom had much cash in hand, favored continued circulation of paper money and viewed currency withdrawal as another cause of economic problems.

Natural disasters added to already existing economic problems. Beginning in 1867, and continuing annually for ten years, swarms of locusts stripped the fields. On the heels of this loss came the chinch bug, a voracious air-borne insect that devoured everything in sight. Southern counties were devastated in 1877 and 1879. Yet agricultural prices remained low, and what little was left for market sold at an unprofitable price. Farmers who specialized in a single cash crop such as wheat were particularly vulnerable to the onslaughts of insects.

Changes in farming techniques, including diversifications, remedied the problem of insect attacks. Although most farmers were slow to accept "book farming" the increased use of scientific agricultural methods and the new inexpensive fencing material, barbed wire, gradually brought changes to the Iowa farm scene. Cattle ranges in western Iowa were converted to fenced pastures and fields. Farmers switched from wheat production to corn that was fed to cattle or hogs in feed lots. In some area dairy industries developed accompanied by creameries and cheese factories. The dissemination of new farming techniques was aided by the Patrons of Husbandry.

Organized in rural areas for social and educational purposes, the men and women members of the Grange (as the local units were called) met to exchange information and improve the rural standard of living.

A post-war panic that began in 1873 threw the entire nation into economic distress. In the cities, thousands were unemployed. People in the agricultural areas, already in financial trouble, cast about for causes and solutions to their economic problems. The railroads were a major target for criticism. Earlier, railroads had been considered essential to the success of a community, now they were blamed as a major contributor to agrarian difficulties. Railroads had solved the problem of transporting large quantities of bulk farm products over long distances, and Iowans had expected an improvement in the economy. Reality, however, did not live up to expectations. The railroads were built for profit, not for good will. As smaller, locally-owned lines were absorbed by larger ones, local control was lost to eastern-based owners. Even through agricultural prices fell, railroad rates remained high. After paying transportation costs, farmers had little or no profit. Moreover, where competition might have kept rates down competing railroad lines joined together to fix rates at a high level. Long haul rates to Chicago were often lower per mile than short haul rates to instate destinations. Railroads virtually controlled the economic fate of agriculture.

Suffrage rights commanded much attention during the post-war years. The question arose concerning two group: the recently-freed blacks and women. some favored all civil rights for black people, others, in favor of emancipation, opposed equal citizenship rights and social equality. Black suffrage was approved by constitutional amendment in 1868 when the word "white" was stricken from suffrage qualifications in the Iowa state constitution, but the qualifying word "male" remained. Following this exclusion of females, and organized effort for woman suffrage began. Over the next 50 years the question was presented at every session of the Iowa Legislature, without success.

Iowans also focused on the problem of prohibition. Except for those who had emigrated from countries where alcoholic beverages were a part of the culture, the issue was a moral one. Before the war, prohibition was on a local basis, and laws varied widely throughout the state. Desiring uniformity, citizens organized to completely halt the manufacture, sale, and use of alcoholic beverages. In 1882, a state-wide prohibition amendment was ratified by the voters 155,436 to 125,677 only to be declared void on a technicality. Nevertheless, voters had made their position clear, and similar prohibition laws wee passed in 1884. On the whole, the 1884 law was effective, and although liquor was sold in some places, liquor manufacture in the state was practically abolished.

Most of the concerns of the time were eventually reflected in political action. The issues of sound currency, railroad rates, and moral and civil rights were all dealt with by legislative action either on the state or national basis. Throughout this period, new political factions came and went: the Antimonopoly Party in 1873-1874 protested oppressive control by railroads and other powerful corporations; the Greenbackers merged with organized labor in 1878 and succeeded in electing two Congressmen from Iowa to join 12 other Greenback-Labor representatives in Washington; the Populist Party, formed in 1891, advocated more paper money and government ownership of railroads, telephone, and telegraph facilities.

Although the smaller factions never developed into major political parties, they had considerable effect. The two major parties were forced to face current problems and create legislation to deal with those important concerns of the people.

VI. Reform-Prosperity-World War I: 1897-1918

The period between 1897 and 1920 is often called the Golden Age of Agriculture. Farmers enjoyed high production and good prices for their products. Improved machinery, including the gasoline-powered engine, helped agriculture become a profitable business. Cash crops made possible the purchase of household items that would have been manufactured at home in less prosperous times.

With increased use of tractors and automobiles rural population growth began to decline. Conversely, urban population increased to fill the need for an industrial force in the cities. state population growth lost momentum with the only decrease on record (close to one percent) between 1900 and 1905. Ethnic and racial population balance changed also as the number of foreign immigrants slowed. Black population increased, especially in river towns and coal mining areas of south-central Iowa.

Problems accompanied industrial expansion. Few industries

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demonstrated concern for the welfare of laborers, and moreover, many corporations used financial power to the detriment of the general public. After the turn of the century, desperately needed reforms were achieved under the banner of the Progressive political movement. Although some controls earlier had been placed on railroads, several serious problems remained for the Progressives to solve, for example, the practice of issuing passes to legislators and other politically-influential persons. Railroad rates remained unreasonably high. Worse, farmers were never assured that rail cars would be available to transport produce at the appropriate time. Progressives sponsored legislation to reduce influence on legislators, regulate both passenger and freight rates, and require railroads to provide cars to transport farm products at the appropriate time. Other regulations were created to benefit both workers and consumers, to provide for workman's compensation, and to control working conditions, hours, and employer liability.

Pure food laws protected consumers. Political reforms placed limits on corporate contributions to political candidates, and established primary elections for selection of United States Senate candidates (previously chosen by political caucus). Woman suffrage was strongly promoted, and although full suffrage was not realized, women were granted the vote in local elections.

Public support for education grew stronger. In 1909, administrative reorganization upgraded the educational quality at the three state institutions of higher learning. Reorganization at the state Agricultural College brought about a new program of research, instruction, demonstration, and eventually, an extension service-a program that would directly serve the agriculturists of the state.

Through legislation, the state initiated many other projects for public benefit. Funds were allocated for a public park system and road construction. The state assumed responsibility for public health and safety through laws providing such services as free community water analysis. In response to growing desire for prohibition law reform, liquor laws were strengthened to outlaw statewide all manufacture, sale, or consumption of alcoholic beverages.

During this period of change and improvement creative talents of Iowans were cultivated and recognized. In 1895, Charles Atherton Cumming established an academic art school in Des Moines. Fifteen years later, he went to Iowa City to establish the Department of Graphic and Plastic Art at the University of Iowa. Writers, drawing on their life experiences as Iowans, wrote and published novels, short stories, and poetry with a definite regional flavor.

Enjoying the security and success of the times Iowans, along with most other Americans, were disinclined to become entangled in the great European war that exploded in 1914. Neutrality, however, did not include non-support. The United States sold both arms and food to the allied nations. With increased foreign sales, industrial and agricultural production remained high and profitable as the United States moved toward the time when neutrality would no longer be possible. The moment came in April of 1917 with Germany's decision to commence unrestricted submarine warfare in sea areas surrounding Great Britain and France.

The nation quickly set about gearing for war. The Selective Service Act provided for a draft system to ensure an adequate armed force. In all, 114,224 Iowans served in the military. Army posts were established at Camp Dodge and Fort Des Moines. Fort Des Moines was the location of the only training camp for black officers in the then segregated army. Eight months after the declaration of war, Iowans were in France as part of the American Expeditionary Force.

On the home front there was much patriotic activity. Volunteers organized groups to make game boxes, conduct book drives, knit socks, and raise funds in support of the men overseas. Conservation of fuel, energy, and food was promoted. Home victory gardens were planted in yards and vacant lots. Loyalty and good citizenship were emphasized in the public schools.

To help finance the war, bonds were sold to citizens of the country through Liberty Loan drives. Financial goals were set for every state. Embarrassed by a poor showing in the first drive, Iowa organized on a county level in order to meet the assigned goal for the succeeding Liberty Loan efforts. County Councils of National Defense were formed to assign individual allotments. Much pressure was placed on citizens to purchase bonds and to do their "fair share."

Iowa was among several states with a large percentage of citizens of German birth or heritage, and many suffered because of their Germanic ties. The slightest hint of German sympathy might bring accusations of treason. Neighbors were encouraged to report those whose loyalty was suspect. Worse, a Governor's order excluded all languages except English from schools and public places, including churches and telephone conversation. This placed a special burden on the nearly 180,000 foreign-born residents of Iowa. Following the Armistice, anti-German sentiment began to recede.

By the end of the war, Iowa had become an integral part of the nation, with a special contribution to make to the success of the country. Within the borders of the state new situations, created by the changing forces of industrialization, were met and solutions to problems found. There was great optimism about the post-war future.

VII. Post-War-Depression: 1919-1938

Life in the United States became increasingly standardized following the war. continued improvements in the technology of transportation, communication, and industry created a society that shared the same manufactured goods, experiences, and goals.

Patriotism and nationalism, generated by the war, lingered on following the Armistice. Iowa legislators passed a number of laws intended to encourage loyalty and patriotism. Public and private schools, for example, were required to teach American citizenship.

The post-war Ku Klux Klan, a group of zealous nativists, enjoyed a brief period of influence in Iowa and the Midwest. Anti-Catholic, anti-foreign, anti-black, pro-native American and pro-Protestant, the Klan influenced school board and other local elections. Never strong in more than a few cities, Klan activity began to decline following anti-Klan demonstrations and losses at the polls in 1926.

Returning Iowa veterans became beneficiaries of patriotic sentiment, but some returned to find their old jobs filled by others. Military pay had been low, and veterans believed they deserved assistance as they re-entered civilian life. In 1921, the Iowa State Legislature voted a bonus to the Iowa men and women who had served in the military. Later, in 1924, the Federal government also approved a bonus to veterans.

Population in Iowa increased slightly in the 1920s and 1930s. Of main importance was the continuing shift of population within the state, from rural areas to towns and cities. Black population in cities also increased during the early 1920s after several coal mine closures.

Two federal constitutional amendments passed in the period after the war signaled a return to national housekeeping. The eighteenth amendment, passed in 1919, extended prohibition to all of the states. (Iowa had already experienced four years of statewide prohibition.) In the following years, women were granted suffrage. Women's rights in Iowa were further increased in 1926 when a bill passed allowing women to be elected to the General Assembly. another law forbade local school boards to deny employment to women because of marriage.

The war seemed a catalyst for further technological developments. Airplanes, automobiles (and the roads on which they ran), telephones, radios, and motion pictures became necessities instead of luxuries. Municipal airports became import symbols of growth in larger cities, and coast-to-coast air mail routes were set up on an experimental basis with stops in Iowa. By the end of the 1930s, Iowa's two airports had scheduled plane service. On the ground, Iowans were rapidly deserting the horse. State officials devoted much time to plans for grading and surfacing roads for automobile users. By 1930, 18,000 miles of highways had been surfaced, more than any state west of the Mississippi except Texas and California. Iowa automobile registrations in that year totaled 784,450.

The telephone relieved isolation in rural areas, and by 1920, 86 percent of the rural homes had telephone service. In 1940, 40 percent of the state's rural homes enjoyed the benefits brought by electrical power. Radio programs became standard fare, bringing news and entertainment. By 1939, 11 commercial stations were operating in the state. Motion pictures, too, added a new dimension to life as sources of entertainment and news.

Despite the Depression, literature and art flourished in Iowa. An art colony was founded at Stone City in 1932, and many books were published by Iowa authors. Music enjoyed strong support in the public schools.

The largest budget item of the 1920 legislature was for education. The success of this emphasis on public education was reflected in a 99.54 percent literacy rate in 1925. Education goals broadened to include vocational rehabilitation and physical education programs. In rural areas consolidated school districts began to replace one-room schools as good roads and transportation developed.

Against this background of patriotism, education success, and cultural growth is set a story of agricultural depression such as the state and nation had never known. For most farmers, there were no roaring twenties. During the war, agricultural production had expanded, and farmers had borrowed money to purchase machinery and more land to meet the wartime demand for agricultural products. High production continued after the war as the government maintained wartime price supports for agricultural products. When government supports were withdrawn, however, prices for farm products collapsed. By 1921, the price received for the corn produced on an acre of Iowa soil was 20 percent below pre-war values and well below production costs.

Wages for farm labor, the cost of farm implements, and freight rates rose. Worse, prices and wages in other parts of the economy remained at high wartime levels.

For a while, farmers hoped the set-back was temporary. Bankers were willing to loan money to see farmers through a time considered to be a brief economic reversal. This practice resulted in some 400 bank failures in six years. Added to the farmers' burden were continuing high land values, resulting in high property taxes. These were necessary to support the improved roads and consolidated schools which increased markedly in the early twenties. Loans negotiated during the prosperous war years fell due, and each year an increasing number of farmers were forced to declare bankruptcy.

Meanwhile, in the rest of the nation, consumers increased their purchases of manufactured goods. With agricultural prices low, less of the family budget was spent on food and clothing and more for items such as autos, radios, furniture, and services.

As agricultural conditions worsened, farmers sought assistance from the Federal government. already, many forms of indirect aid were provided to both big business and organized labor through tariffs, subsidies, and work laws. There was no similar help for agricultural producers. Farmers believed they should have equal consideration when it came to government assistance.

Several organizations worked to improve the agricultural situation. For example, Grange activity revived, and two new organizations were formed, the Farmer's Union and the Iowa Farm Bureau Federation. As more state federations were formed, a national organization, the American Farm Bureau Federation was created with business-oriented goals. When agricultural prices fell in late 1920, the American Farm Bureau acted swiftly. Western and southern Senators formed a non-partisan coalition to favor bills beneficial to agriculture and to help ag-

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riculture gain an equal place with other businesses in relation to governmental aid. Between 1921 and 1923 this "farm bloc" realized some success, including federal regulation of packing house rates and government control over the grain exchanges.

A continuing effort was made throughout the twenties to gain government aid to deal with the large agricultural surplus. Twice Congress passed a bill that included government purchase of the surplus, only to have the bill vetoed. In Iowa, a State Department of Agriculture was created to function as an inspector, regulator, and investigator, but this department did not help solve the major problem of the moment, disposal of the large farm product surplus at a price to cover the production costs.

Late in 1929, the rest of the nation joined the farmers in the worst depression the nation had experienced. The nation turned to government for economic relief.

In Iowa, government responded to do what was possible on a state level. An income tax was instituted to help shift the tax burden from farmers, still suffering from high property taxes. Despite well intentioned efforts, the farmer's economic situation remained desperate.

Many had been reduced to such poverty that it did not take much to set off the smoldering frustration and anger built up over 11 years. When Federal inspectors began a general program to test cattle for tuberculosis, farmers were hostile, even violent, over the enforced procedure. animals found to be diseased were destroyed, but compensation for animals killed was considered inadequate. Some farmers also believed that the test was inaccurate and that healthy cattle were sometimes destroyed. Resistance was especially violent in Cedar County where the National Guard was called in to control the situation. This incident, known as the " Cow War," led to the founding of an organization of militant farmers, the Farmers Holiday Association, created in 1932 to coordinate militant protest. Holiday leader Milo Reno planned to promote an all-out farm strike that included withholding farm products from market, but coordination of the effort was not successful. Sporadic picketing and milk dumping were the extent of such activities.

Finally, a massive, but quiet protest took place. In the election of 1932, the people in both Iowa and the nation asked a different political party to provide answers to the nation's economic problems. The newly-elected governor of Iowa reorganized state government. Banks in financial trouble were closed and temporarily taken over by the state to protect the interests of all concerned. The federal government took similar action later that same year and suspended operation of all banks.

No bank reopened until authorized to do so. Other state efforts included another change in taxation. Sales, income, and corporate taxes were instituted to further shift the burden from property owners. The overall situation of the farmers did not immediately improve, in fact farm mortgage foreclosures increased in 1933. Once again, the farmers Holiday Association acted, and all over the state bidders at foreclosure sales were intimidated. Worse, a judge was mobbed and beaten after he had signed legal papers of foreclosure.

President Franklin Delano Roosevelt requested voluntary cessation of foreclosures. At the same time, he signed a farm bill designed to limit production. This Agricultural Adjustment Act (AAA) provided for a voluntary agreement between farmers and the Federal government to reduce corn acreage and number of pigs farrowed. Government cash payments were to be made at a rate per head on hog reduction and rental of land left unproductive.

Although the AAA plan helped farmers through a drastic economic period, the years of depression continued and were filled with hardship and uncertainty. A scorching drought that stretched on from 1934 through 1936 devastated both crops and livestock. Added to that calamity was a long and severe winter in 1936.

In proportion to their relation to agriculture, Iowa businesses and industries were affected by the agricultural depression. Small town business people suffered from a decline of farmer buying power. Yet, food manufacturers, comprising about 37 percent of all manufacturing in Iowa, prospered during the period of high agricultural surplus and low prices.

Except for periods of labor difficulties, the mining industries also maintained solid economic footing. But following the crash in 1929, people in urban industrial areas suffered as did agriculturists. Unemployment was high, and savings were depleted to meet every day living expenses. Workers were forced to turn to welfare in order to prevent their families starving. Just as agricultural programs had been provided for economic relief in rural areas, the government instituted programs to relieve economic disaster in urban areas. These "New Deal" programs provided something for everyone. The Public Work Act (PWA) made available funds for and materials to build schools, roads, bridges, and to improve public buildings. Under supervision of the Works Project Administration (WPA) jobs for people with a wide range of training and skills were created. More than 30,000 Iowans took advantage of WPA work opportunities. The Civilian Conservation Corps (CCC) for young unmarried men from ages 18 to 25 employed 7,500 Iowans in 1933, 9,000 in 1935, and 4,500 in 1939. Most earnings were sent home for family support. The Corps developed soil conservation projects and made improvements in 17 state parks.

Government programs did not end the Depression, but the "New Deal" effort did eliminate much suffering. the beginning of World War II in Europe created an enormous demand for agricultural and industrial products, and the years of economic struggle faded into the past. But the Depression experience left a legacy of change in the role of government and its responsibility to the economy and welfare of the nation.

The years following the Depression were full of rapid political, economic, social, demographic, and technological changes that altered and standardized the American way of life. Perhaps the best information concerning Iowa's recent past comes from those who have lived it. Many people of the last two generations have experienced and can relate the changing character of the community as Iowa adjusted to its new role in an increasingly homogeneous America.

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Reflections of Yesterday

Processes for Investigating Local History

Intermediate and Middle School Level

Iowa Department of Public Instruction
Des Moines, Iowa

and

Southern Prairie Area Education Agency 15
Ottumwa, Iowa

1985

Reflections of Yesterday

Reflections of the past step through the mirrors of yesterday into our todays and tomorrows.

The way we were. . .
the way we are. . .
the way we will be. . .

Reflective thinking turns the patterns of yesterday into the realities of today and the hopes for tomorrow.

Reflections of yesterday
appear in
the mirror of today
and shine into
the mists of tomorrow.

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Introduction

Why learn about local history?

A unit on local history is of great value because:

—It scales down the content and process of historical studies. A small segment of the world is easier to understand than the whole continental landform or a large political division.

—Local history can be interpreted through the use of objects and people close at hand. Local history is less abstract.

—Local history is more relevant to students' lives and frequently more interesting to students.

—Once the processes of historical analysis are understood, they can be applied to other content in the social sciences.

What is the process used in these activities?

The activities offer a framework or structure for processing locally available historical information. The community provides the physical, oral, printed and visual content of local history information.

Each available source of information (buildings, people, books, letters, maps, etc.) is an example of a form of media with a message. Students learning to view such objects with an inquiring attitude ask:

—Who was is it?
—How was is it used?
—Who created it and why?
—Why is it here now?

The historic message from each source of information must be analyzed and integrated to provide a whole picture of the community's history. A teacher may use the following considerations in choosing lessons from *Reflections*:

—**Available resources**. The quantity and quality of collected items and available experiences need to be considered.

—**Product of unit study**. Some product (such as a fair, a program, a report, a play, a display) may be the desired outcome, and this can be of real service to the community. The product can be planned or may evolve as a result of one or a combination of several lessons that aid student analysis and interpretation of local historical information.

Where and how is the content located?

Knowing how to locate resources is a valuable process for students to learn. It is not solely the responsibility of the teacher; it is a shared responsibility which raises students' awareness of the historical value in places, people and objects they have taken for granted.

Lessons in Generalization I deal with places and buildings that exist in the community. During some of these lessons students can begin to search for and make contact with other sources of information.

Students may obtain copies of old letters, diaries, newspapers, pictures—anything in print from some community source. Quantity is not important. In fact, it is better to have photocopies of one page which can be handled than to see the whole from an untouchable, unreadable distance.

Field trips to sources of information, and classroom visits by community members can be arranged cooperatively by students and teachers.

Another useful item to collect is travel literature from other communities. These materials are written to attract tourists, and are often more provocative and interesting to students. Their utility in a local history unit is as a model. Students learn the historic value of their own community and learn to communicate about it in interesting, colorful language.

Something to consider. The nature of the resource suggests which lesson to use. The process of locating, analyzing and interpreting that resource may result in greater impact on learning than the content of the resource.

Goals

Knowledge

Students will learn that:

- —Events of the past leave clues behind to help people understand the thoughts, ideas and decisions made in earlier years.
- —Clues to past events appear in many forms—buildings, artifacts, orally shared memories and documents.
- —Owners preserve objects, memories and documents because they are unique or are linked to the past in a way that makes them significant to the individual or group.
- —Some specific facts are significant in explaining the development of the community.

Skills

Students will increase their ability to:

- —Extract pertinent information from a variety of visual, print and oral sources.
- —Arrange information in patterns that aid analysis, such as cause-effect, sequence and point-of-view.
- —Reason deductively in the search for effects of community decisions on personal lives.
- —Reason inductively in the search for effects of personal decisions on community life.

Attitudes

Students will experience activities that lead to:

- —Empathy with opinions and feelings of individuals.
- —Valuing buildings, objects, sites and oral memories because of their link to the interpretation of the past.
- —A sense of continuity in life, since decisions of the past affect activities of today and tomorrow.

Generalizations

GENERALIZATION I

Buildings and artifacts are resources in explaining the history of a community.

Subtopic 1

Objects, large and small, tell a story of the past in their purpose and placement.

Rationale

Buildings and artifacts are silent reminders of the plans and fulfilled dreams of previous time. The exploration of this subtopic helps students interpret messages of form and function by investigating building design and placement. Students learn that decisions about architectural design and geographical location depend on the intended function of the building.

Changes in traffic patterns and technology cause changes in building functions. Building design is adapted for new functions. The existence of old buildings used in new ways is evidence of community change.

Planned and unplanned settlement patterns show areas of business and residential use. Industrial areas and recreational areas are also parts of most communities. At some point in their development communities usually pass zoning laws to restrict types of land use to specific areas.

The level of connectivity between the local community and distant places has a significant impact on the economy and social life of the community. Isolated communities change less rapidly.

Level One: Woodwork Comparison

Summary

Students will observe 19th century millwork styles and compare them with building styles today.

Objective

Students will recognize that the handcrafted millwork of the 19th century reflects much skill and labor on the part of craftspersons. This type of work is uncommon today.

Suggested Time

One class period

Materials/Equipment

Worksheets: Examples of Millwork for 1895

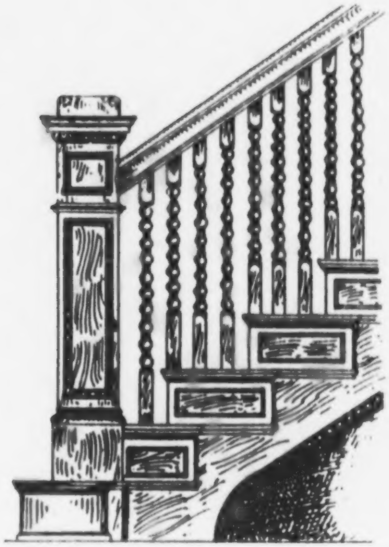
Vocabulary

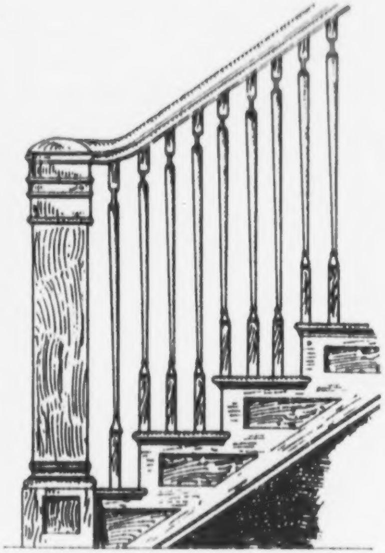
millwork

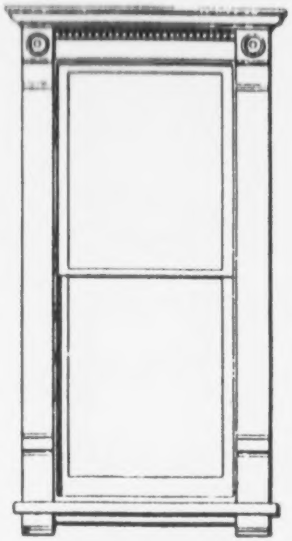
Procedure

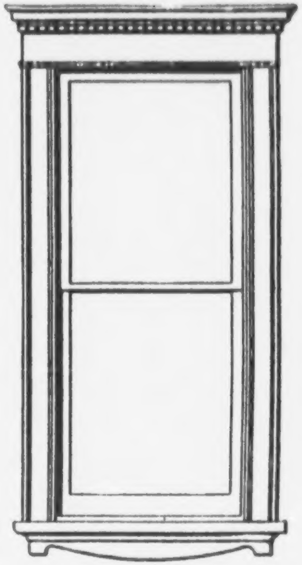
1. Distribute copies of the sheet, "Examples of Millwork for 1895." Have students make observations about the type of building materials available in 1895. Contrast this with the kinds of materials that are typical today.
2. Discuss how these samples reflect the artistic and economic possibilities of the day. People appreciated a lot of architectural detail. In addition, workers were available to do more handwork than is affordable today.
3. Have students go into the community and find examples of similar woodwork. Have them look at second story windows on storefronts, homes in older parts of town, and public buildings.
4. Encourage students to sketch examples of windows, doors and other fancy millwork which they observe in the community. Encourage them to bring drawings to class to share and compare with other students.

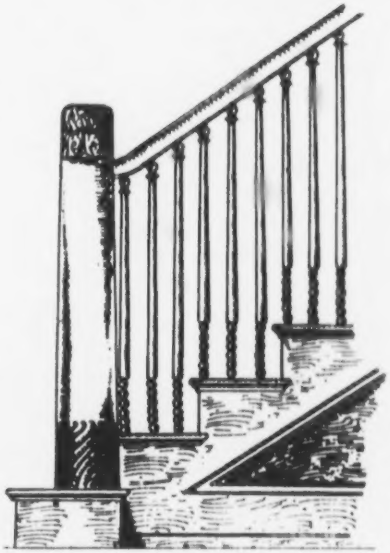
Examples of Millwork for 1895

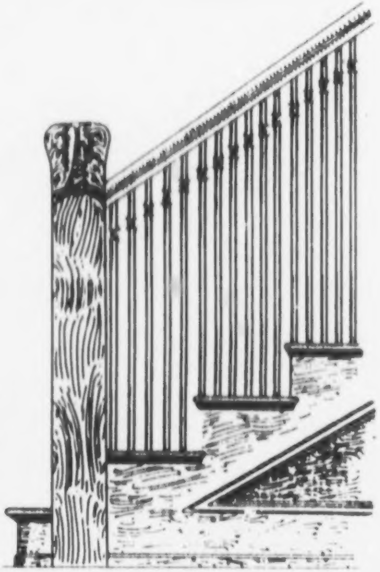


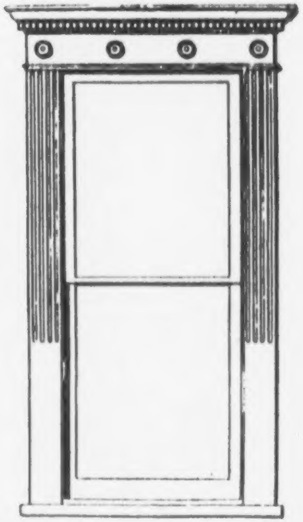


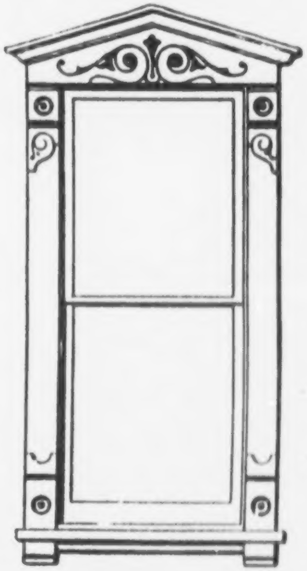












Level Two: Transportation Trends

Summary

Students will observe community changes in transportation for the last century and the visible marks left on the community.

Objective

Students will recognize the relationship between the location of transportation depots and the development of the community.

Suggested Time

Two class periods

Materials/Equipment

Drawing paper, markers, bulletin board materials, map of the community.

Procedure

1. Review the following facts about the development of Iowa transportation:
   a. Before 1850, Iowans traveled by foot, steamboat, stagecoach or wagon.
   b. After 1850, the railroad had a profound effect on Iowa's economic and social development. It was efficient, reliable and economical for transporting both passengers and commodities.
   c. The railroad developed very rapidly during the last half of the 19th century. In 1850 tracks were beginning to be laid. By 1905 the state was webbed with railroad lines. It was said that there was nowhere in the state where a person could be farther than eight miles from a railroad depot.
2. Discuss the current placement of railroad lines through your community and how the placement of tracks (most likely through the old downtown area) reflects the importance of railroading to the early development of the community.
3. Locate the local railroad depot (or its original location). Find out what the building is being used for today. Many are currently restaurants, storage buildings, businesses, museums or even homes. A few are still in operation.
4. Identify the railroad's counterparts today (bus, truck, airplane, auto). Contrast and discuss the location of the bus depot, truck loading dock and airport with the location of the railroad depot.
5. Make a "Transportation Then and Now" bulletin board contrasting transportation today with that of 100 years ago. Using a community map for the 1880s and 1980s, show locations of transportation depots drawn by students.

Level Three: Victorian Architectural Styles

Summary

Students will observe pictures of historic homes across Iowa as an index to the economic development of the state.

Objective

Students will recognize the relationship between architectural development and economic prosperity.

Suggested Time

Two class periods

Materials/Equipment

Transparency: "Common Victorian Motifs"

References

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Vocabulary

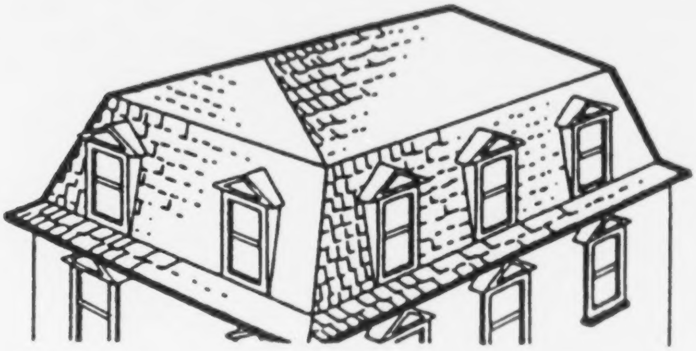
Victorian Era (1838-1898)
mansard roof
Italianate style
cupola

Procedure

1. Introduce the lesson by reviewing the general settlement pattern of the state:
   a. Iowa opened for pioneer settlement in 1833.
   b. Settlement progressed in a general southeast to northwest direction.
   c. The river towns were settled first, e.g., the largest Iowa towns in 1850 included Clinton, Muscatine, Dubuque, Davenport, Keokuk, Ft. Madison, etc.
   d. Pioneer settlement was an uneven progression northwestwardly beginning in 1833 and closing around 1870.
2. Review the architectural development of the 19th century in Iowa.
   a. The first settlers lived in cabins or sod homes considered temporary dwellings.
   b. As an area progressed economically, more commodious dwellings were established.
   c. The Victorian Era (1838-1898) produced a unique style of architecture whose mark on Iowa remains today.

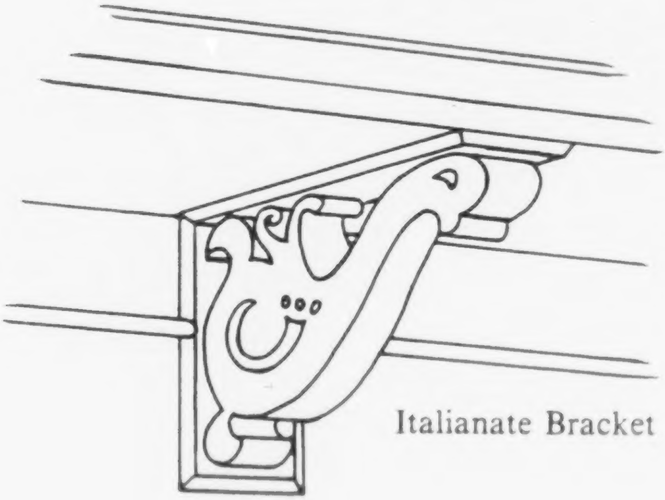
   d. Victorian architecture, accurately described by the adage, "Too much is not enough," is characterized in part by the mansard roof, the Italianate bracket, the cupola, much detailed gingerbread and a mishmash of other exterior embellishment unified only by their commitment to visual movement.

3. Using the reference books listed and a transparency of the sheet "Common Victorian Motifs," show examples of Victorian architecture.
4. Lead students to hypothesize where the most embellished examples of Victorian architecture would be found in Iowa. Communities settled first (river towns particularly in southeastern Iowa) boast the finest examples of Victorian architecture, the obvious result of economic development.
5. Provide students with copies of the reference books. By observing the location of towns listed in these references, the students may test their hypothesis.
6. Based on the information gained concerning architectural development in Iowa, take students into the local community to observe evidence of Victorian architecture. Fit local observations into the general picture of 19th century architectural development in Iowa.

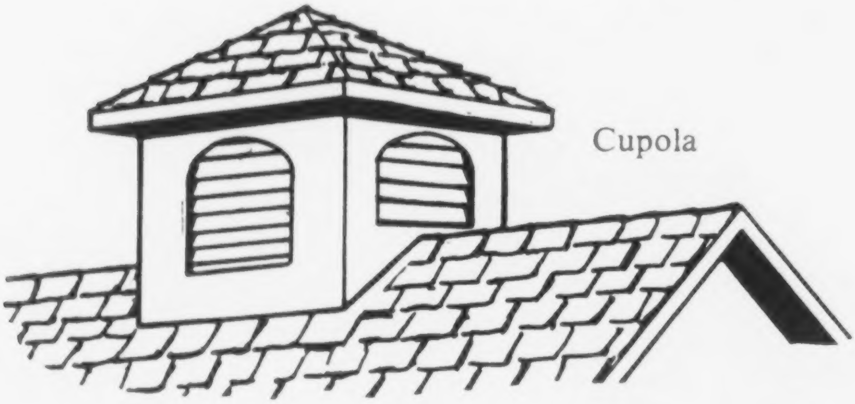


Mansard Roof

Common Victorian Motifs



Italianate Bracket



Cupola

GENERALIZATION I

Buildings and artifacts are resources in explaining the history of a community.

Subtopic 2

The growth and decline of population in a place has an effect on the number, use and placement of objects.

Rationale

Migration decisions of people have an effect on the growth and decline of a community. Most people decide to move to avoid a bad situation or to seek better conditions. What is "better" for some people may be "worse" for others; therefore, decisions to move are personal ones. A migrant's original culture and reason for moving contribute to the ability of the newcomer to retain, change and adjust ideas from those held in the former home.

Buildings and artifacts are the concrete evidence of cultural ideas and economic opportunity. Although such things have great similarities, their individual, unique designs provide clues to the decisions made by the people who built the community.

Level One: Community Changes

Summary

Students will observe maps of the community and observe the changes that have taken place over the last century.

Objective

Students will recognize that physical characteristics of the community change as the population characteristics change.

Suggested Time

One class period

Materials/Equipment

Current map of the community (check with local chamber of commerce).

Map of the community for approximately 1900 (check with local or county historical society).

Procedure

1. Introduce the lesson by showing a map of the community for around 1900. If no map is available, rough out a map on the chalkboard or a transparency. Allow time for students to make observations and locate their homes or other local sites.
2. Display a map of the present-day community. Discuss how the community has changed, i.e., less-centralized shopping areas, expanded neighborhoods, multiple school buildings, etc. Discuss the reasons for these changes.
3. Conclude the lesson by having students make up before and after statements about the community. Example: Before 1900, Twelfth Street was on the edge of town. Today, Twelfth Street is downtown.

Level Two: Development of Fire Service

Summary

Students will analyze the development of fire service in the community, noting changes that reflect the development of the community.

Objective

Students will recognize that public services and their visible characteristics reflect the development of the community.

Suggested Time

Two class periods

Materials/Equipment

Map of the community

Procedure

1. Discuss the importance of fire safety for the well-being of the community. Present the history of fire safety in the community as a classroom project.
2. Have students propose ways in which the history of fire safety could be investigated. (Check at the fire station, interview retired firefighters, investigate the local historical society or ask at the local historical society or museum.)
3. If possible, have students investigate the history of the fire department through telephone interviews or by personal visits. They should identify when service first started, where the station was located, how it was staffed, and records of any spectacular fires in the community. It would be particularly effective to have photocopies of special documents or photos related to the history of the department (the first fire engine, the first fire house, etc.).
4. When data has been gathered, have students compare the early community fire service with current service and facilities. Discuss why fire buildings have changed, why volunteers are no longer used in larger communities, and why in some cases multiple stations are now used. Use a community map to illustrate these changes.
5. Discuss these factors in relation to the changing community, noting that as the population changes the services in the community will be affected.

Level Three: Shopping Facilities Comparison

Summary

Students will investigate the shopping opportunities in the community for the year 1900 and compare with present-day opportunities.

Objective

Students will recognize that as the community develops technologically and geographically, the types and location of stores in the community change also.

Suggested Time

Two class periods

Procedure

1. Begin the lesson by identifying the location or locations in the community where students and their parents shop. Identify specific types of products and specific stores. For example, groceries may be bought at one location, clothing at several locations, a bike elsewhere.
2. Have students project what the shopping needs may have been in 1900. After students have had time to make suggestions, have them identify questions to test their ideas. The following questions might be identified:
   a. Where were shopping areas in 1900?
   b. What kinds of stores were available then?
   c. What products were sold then?
3. Visit a rest home or have a senior citizen come to class to answer questions about shopping in earlier days. If this is not possible, assign questions to various students. Suggest that they call or personally contact senior citizens who would remember earlier days of the community. Instruct students on the proper protocol for this task.
4. When responses have been gathered, compare shopping needs and opportunities in 1900 with those of today. Encourage students to recognize that as society develops technologically and geographically, the community becomes much more diverse. The geographic changes are reflections of these social changes.

GENERALIZATION I

Buildings and artifacts are resources in explaining the history of a community.

Subtopic 3

An object's "value" depends on the viewpoint of the owner.

Rationale

Buildings constructed in a different era remind people of the past. That past may be preserved or rejected as people make individual and collective decisions about the buildings in their community.

"Old" is a relative term which has little and varied meaning for the very young. Modern American society tends to be youth-oriented, placing little regard on something or someone "old." However, "old" and "no good" are not synonymous.

Old buildings and objects are valued because they are unique or represent a memory of the past. The memory may be of a previous time or of an important person or event from the past. Statues and cemeteries are good examples.

Level One:
Desk Drawer Discoveries

Summary

Students will identify personal property and compare its intrinsic value with its sentimental or personal value.

Objective

Students will distinguish between the intrinsic value of objects and the personal value of objects.

Suggested Time

One class period

Procedure

1. Introduce the lesson by asking students to list the items they keep in their desk drawer at home or some other special place where they keep personal items. Encourage them to identify items that might have a particularly personal value, such as school pictures of special friends, a bookmark given by a grandparent, or a ribbon won at a sports event.
2. After listing several items on the board, randomly write a name of a student in the class next to each item. Tell the students that these items now belong to the person whose name appears beside the item. Discuss the difference of perspective when the special meaning is disassociated from ownership. For example, a ribbon won at a sports event would carry very little value except to the person whose name appears on the ribbon.
3. Apply this simulation to the community. Discuss the special value held by an old, dilapidated house when the house has been in the owner's family for 100 years and has been the only home the owner has known.

   The same could apply to old church buildings, theaters, landmark trees, old bridges, etc. Discuss special items in the community which may fall into this pattern.

Level Two: The Broken Vase

Summary

Students will compare personal reactions to objects based on the closeness of the objects to the students' personal lives.

Objective

Students will distinguish between the intrinsic value of objects and the personal value of objects.

Suggested Time

One class period

Materials/Equipment

Antique picture of a person

Vocabulary

Antique

Procedure

1. Introduce the lesson by showing the antique picture. Ask students if they know who it is. Ask them if they would like copies of the picture to hang in their bedrooms. (In all likelihood their responses would be negative.)
2. Have students pretend the picture is a family member. Ask them how their attitude toward the photograph would change and discuss the changes.
3. Read the following two situations and discuss the differences:

Story A

You stop by a garage sale and notice there is an antique vase for sale. You recognize that the vase is only marked 50 cents and you are sure your mother bought one similar to it at an antique shop and paid $20. You buy the vase but on the way home you drop it and the vase is broken.

Story B

Your great-aunt Bess comes to visit and brings you an antique vase she had been given by your great-grandparents. Although the color and shape of the vase is not what you would have chosen, you feel honored that she would think of giving you a family heirloom. You place the vase on the shelf over your bed. That evening you enter your room to find the vase has been knocked off the shelf by the cat and smashed into a thousand pieces.

4. After discussing the differences between the two situations, apply these principles to the community. Discuss how buildings or other objects in the community may be held in high esteem by some community members and low esteem by others.

Level Three: Community Development Simulation

Summary

Students will debate a simulated situation where a proposed highway would require the demolition of an older woman's personal property.

Objective

Students will recognize conflict of values when personal property is sacrificed in the interests of the larger community.

Suggested Time

One class period

Procedure

1. Read the following story:

   The community of Cedar Bend is proposing a new route for Highway 10 which runs through the downtown section of town. The proposed route would bypass the downtown and circle the city limits. The proposed route for Highway 10 would require that the state purchase 10 acres of Mrs. Brown's farmland along with her house.

   Eighty-one-year-old Mrs. Brown is against the sale of part of her farm and vehemently against selling her home. The dilapidated structure, the only home Mrs. Brown has ever known, at one time sat by itself in the country. Now, with the growth of the community, her home sits on the edge of the city. The house has become somewhat of an eyesore with its peeling paint and overgrown shrubs.

   The Department of Transportation has an alternate route planned which would require taking part of a state park.
2. After reading the story to the class, divide the students into two groups, one representing Mrs. Brown's side and one representing the city. Allow time for each group to prepare its arguments before debating the issue.
3. Relate this hypothetical simulation to the local community, identifying specific properties or objects in the community which might be controversial in this context.

GENERALIZATION II

People's memories are resources in explaining the history of a community.

Subtopic 1

People share memories for different reasons.

Rationale

Orally shared memories of older members of the community represent a rich resource of information about the past. Students need to be aware of both the content and process in collection and analysis of oral history.

A visit with an older person may be a disaster for that person and for students unless the students are adequately prepared. Our society is youth-oriented and frequently older folks and their memories are not respected. Students need to develop respect for the value of shared memories.

People's memories are unconsiously selective in recalling past events, and people consciously edit their memories for the audience with whom those memories are shared. The purpose for sharing memories has a significant effect on the nature of information obtained by the listeners.

Level One: Life Memory Line

Summary

Students will make a personal memory line for their lives and share the important memories of their lives with other students.

Objective

Students will recognize which events in their lives have been personally significant and that these memories are unique to each individual.

Materials/Equipment

Student copies: "My Personal Memory Line"

Procedure

1. Introduce the lesson by having students reflect on their lives and identify particularly memorable events. Categorize the events according to those which are unique personal experiences (i.e., the time I broke my arm) and those which are common experiences (i.e., the first day of kindergarten).
2. Distribute copies of the sheet, "My Personal Memory Line." Allow time for students to identify and illustrate significant events in their lives. Eight spaces are provided on the worksheet for students to illustrate and describe their memories. Lines can be drawn from the spaces to the timeline to sequence the events.
3. After the timelines are completed, discuss students' responses focusing on the unique events which each one considered significant. Discuss the unique manner in which each person interprets history, and why certain events are significant to some individuals but not to others.

My Personal Memory Line

Name ______________________

Event: ____________________

Event: ____________________

Event: ____________________

Event: ____________________

AGE 1 2 3 4 5 6 7 8 9 10 11 12 13

Event: ____________________

Event: ____________________

Event: ____________________

Event: ____________________

Level Two: Interview Experience

Summary

Students will interview a senior citizen to determine why older people like to share memories.

Objective

Students will recognize that people share memories for different reasons.

Suggested Time

Two class periods

Procedure

1. Introduce the lesson by posing the question, "Why do people like to talk about events which have happened in the past?" List student responses on the board. In all likelihood, students will identify some of the following reasons:
    - to share happy events
    - to relive the past
    - to share sad memories
    - to help people today learn from past errors
    - to discredit present-day changes
    - to preserve the past.
2. Suggest that students interview some older people in the community to find out why they like to talk about the past. With students' suggestions, put together an interview form highlighting the following questions:
    a. Do you like to talk about memories of your life? Why?
    b. Are there happy memories you particularly like to talk about? If so, what?
    c. Are there sad memories you particularly like to talk about?
    d. Which would you rather talk about?
    e. Do you think that students today could learn from your experiences? If so, what?
3. Set up an interview with senior citizens. Allow time for students to ask questions and take notes on responses.
4. After returning to class, summarize responses and discuss the findings, focusing on the reasons people like to share memories.

Level Three: Interview Tally

Summary

Students will conduct a taped interview of an older person and analyze the types of memories they chose to share.

Objective

Students will recognize that people share memories for different reasons.

Suggested Time

Two class periods

Materials/Equipment

Tape recorders, blank tapes

Procedure

1. Introduce the lesson by having students reflect on why they like to share memories of their life, i.e.:
    - to relive the past
    - to help others learn from their mistakes
    - to avoid change
    - to share accomplishments
    - to recruit sympathy
    - etc.

    Project their ideas into the context of senior citizens. Would senior citizens probably share memories for the same or similar reasons?
2. Set up an interview for students to test their ideas. Start by listing several general questions that will get the interviewee talking about his or her life. For example:
    a. When and where were you born?
    b. Describe your family as you were growing up.
    c. Tell a little about your school experience.
    d. Describe the community in which you grew up, etc.
3. After identifying questions and coaching students on interview procedures, arrange for a taped interview session.
4. When you return to class, discuss the taped responses according to the criteria identified in Step 1, tallying the types of memories senior citizens enjoyed sharing.

GENERALIZATION II

People's memories are resources in explaining the history of a community.

Subtopic 2

Each individual carries a different memory of experiences.

Rationale

Sharing memories is little more than storytelling time unless students learn how to deal with the content of memories shared by older members of their community. Each memory they collect will be different from other collected memories because each contributor is different.

Individual perspectives on life, shaped by separate attitudes and experiences, cause people to unconsciously select their memories. People don't remember everything that happened during their lives; memories are selective, and shared memories are even more selective.

Some memories in the students' collection of oral history may contrast with other memories; some memories may actually conflict with facts from other sources. Students can use the processes of historians in selecting the facts which they feel best tell the story of their community's development. The focus is not on the "right" answer, but on the variety of possible explanations of events that emerges from the contrasting and conflicting orally shared memories.

Level One:
Conflict Role-Play

Summary

Students will role-play situations where two parties disagree on what happened in a certain instance.

Objective

Students will recognize that people carry individual interpretations of their experiences.

Suggested Time

One class period

Procedure

1. Introduce the lesson by having students recall a television show, a movie or a family incident in which an accident occurred and the parties involved did not agree on what really happened. For example, the parties involved in an automobile accident may not agree on whether or not the light had turned red.
2. To personalize the concept even further, have students share conflict situations in school where the students disagreed, for instance, as to whether the kickball landed on the line or not, whether Billy pushed Jimmy first or Jimmy pushed Billy first, etc.
3. Divide the class into small groups. Have each group identify a conflict situation. After providing preparation time, have each group present their conflict role-play situation.
4. Follow-up by relating these experiences to people's interpretation of history. Discuss this particularly in the context of oral history.

Level Two: Interview Contrasts

Summary

Students will interview two family members who would recall the same event in their family's history.

Objective

Students will recognize that each individual carries a different memory of experiences.

Suggested Time

Two class periods

Procedure

1. Introduce the lesson by asking the students if they have ever encountered a situation where they and another person observed the same event but disagreed about what happened. Discuss incidences students think about.
2. Relate these experiences to our lifetime memories. Discuss how each person brings a different set of background experiences to each new event, and how individual interpretations of such events will thus vary.
3. Have students identify two family members who would recall the same event (i.e., the time the garage caught fire). Have the students take the two family members aside separately and ask them to recall what they remember of the event.
4. Discuss the results in class, focusing on the variations between the stories and how each individual carries a different memory or interpretation of an event.

Level Three: Compare Viewpoints

Summary

Students will interview people from contrasting backgrounds concerning their memory of life during a specific period of time.

Objective

Students will recognize that individuals carry different memories of the same experiences.

Suggested Time

Three class periods

Procedure

1. Identify a period of recent American history (the Great Depression, World War II, the 50s) from which to collect the impressions of local citizens. Select a period the students have studied so students can put comments of local residents into a state and national perspective.
2. Introduce the lesson by discussing the time period and students' perceptions of the experience on the local level.
3. Arrange ahead of time for a class visit to a retirement home to interview residents concerning their memory of the particular period being investigated. Select residents with contrasting experiences. For instance, if the Great Depression is being studied, interview both an employed and unemployed worker, interview a farmer and a city worker, interview women and men, etc.

   Be certain students are ready for the interview with prepared questions, and have practiced the procedural aspects of the interview.
4. After returning to the classroom, discuss students' notes on their interviews. Discuss the differences and similarities between the experience of each person interviewed. Highlight the concept that although each person was affected by similar circumstances, each person's individual memory of the experience was unique.

GENERALIZATION II

People's memories are resources in explaining the history of a community.

Subtopic 3

Collected memories provide valuable information for analyzing a previous time.

Rationale

Arranging historic facts in various patterns aids in the analysis and interpretation of those facts. Students can group facts in chronological sequence, in cause-effect relationships, and in a variety of patterns that reflect viewpoints on given issues.

Oral history can supply raw data for one or more of these arrangements of facts. Furthermore, oral history reveals a rich supply of attitudes, providing students with opportunities to hypothesize and evaluate in creative exploration of local history.

Note: The following three activities focus on the history of the community through the eyes of its residents. Arranged in order of difficulty, the activities focus on a specific aspect of local history and require firsthand visits with local residents.

Level One:
A Century of Celebration

Summary

Students will investigate how residents of the community celebrated a particular holiday during the last century.

Objective

Students will recognize that individual memories can be collected to form a larger picture of the community.

Suggested Time

Three class periods

Materials/Equipment

Drawing and writing paper, markers, crayons

Procedure

1. Before the lesson, select a particular holiday or community festival to provide the focus for this lesson. Any significant holiday or celebration that has been observed for the last century could be selected. For the purpose of discussion, the Fourth of July will be used when describing this lesson.
2. Introduce the lesson by asking students to describe how their family celebrates the Fourth of July. Some students may suggest annual family reunions, picnics, fireworks, vacations, parades, etc.
3. Present the celebration of the Fourth of July as a problem in community history. Have students suggest possible ways to find out how the holiday was celebrated in the community during the last century. They will most likely identify people's memories as the most readily available source of community information.
4. Identify nine people (ages 95, 85, 75. . .15) that students could interview concerning their childhood memories of Fourth of July celebrations. Hopefully these people can supply not only personal, anecdotal information about the holiday, but also facts about community-wide celebrations (parades, band concerts, speakers, ice cream socials, etc.).
5. After interviewing each person, have students write summaries and draw pictures to tell the story of a century of celebration in the community. Have students share their findings with the class in chronological order. Discuss changes in the celebration and how these changes reflect changes in the community. These drawings and summaries could be bordered in red and blue paper and displayed for the school under the caption, "A Century of Celebration."

Level Two: Community Quilt

Summary

Students will create a community quilt based on the stories of local residents.

Objective

Students will recognize that individual memories can be collected to form a larger picture of the community.

Suggested Time

Three class periods

Materials/Equipment

Assorted reference books illustrating quilt patterns, 12" x 12" squares of construcion paper (a light color), markers and crayons.

Procedure

1. Introduce the lesson by showing students pictures of quilt patterns. Ask students to identify what the patterns have in common e.g., although each square is unique in some way, together the separate squares can form a larger design or pattern.
2. Introduce the idea of making a community quilt illustrating the collective memories of local citizens. Have each student in the class think of one person they know who has lived in the community for many years and could be interviewed sometime during off-school hours. This person could be a neighbor, a relative or even someone employed by the school.
3. After each student has identified a person to talk to, discuss with the students how to take an oral interview and specifically what information they are looking for. Students should explain to each person interviewed that they are making a community quilt at school and they are looking for stories or memories of the community which the person feels should be recorded or remembered.
4. After each student has interviewed one person and written a summary of the person's selected community memory, have students illustrate the story on the 12" x 12" quilt squares. Students may wish to use both a drawing and a written summary on their square.
5. When students have completed their squares, have each student share their quilt square. The squares should then be assembled by gluing them to a larger paper or stapling them to a bulletin board. Students may have suggestions for assembling the quilt based on the content or vintage of the story.

Note: Authentic quilting materials and processes are not suggested because of the time required and because this activity emphasizes the concept of diversity within unity rather than the actual craft of quilting.

Level Three: Community Timeline

Summary

Students will create a timeline of the community after researching sources in the community.

Objective

Students will recognize that multiple sources may be used to gain a better picture of a community's history.

Suggested Time

Four class periods

Materials/Equipment

One roll of butcher paper for community timeline.

Procedure

1. Introduce the lesson by having students think about a general timeline of United States history. Have them identify the major periods which would typically be found on a timeline of U.S. history. Included should be exploration, colonization, the Revolutionary War, westward expansion, the Civil War, reconstruction, World War I, The Depression, World War II, post-war era, Vietnam era, etc. Draw the timeline on the board.
2. Introduce the idea of a timeline for the community. Have students identify possible ideas for a community timeline. Included might be the date of first settlement; birth dates of locally born national figures; major disasters such as fires, floods or tornadoes; the beginning of local industries; the advent of electricity, telephones, or natural gas; major crimes, etc. Discuss the difference between the two timelines contrasting political, national history with social, local history.
3. Have students suggest people they could go to when making a community timeline, i.e.,
    - local historical society members
    - local residents of rest homes
    - librarians
    - members of local clubs or churches
    - family members
    - etc.
4. After identifying the kind of information being sought, divide students into task groups to contact

various people in the community. Telephone interviews, classroom guests and field trip visits could all be used to gain information about the community.

5. After students have had sufficient time to collect data and information, have each task group share their findings with the class. Specific events should be marked on a timeline made from a roll of butcher paper. Summaries of events told in the words of local residents interviewed by the students could also be attached to the timeline. For instance, the fire of 1909 which burned out most of the downtown area would be much more exciting to students if an eyewitness description was included on the timeline. Also, include illustrations or photographs where appropriate.
6. If possible, present your timeline to the local historical society as a culmination of the activity.

GENERALIZATION III

Documents are resources in explaining the history of a community.

Subtopic 1

Published and private accounts of events are written for different purposes and therefore appear in many forms.

Rationale

Words appearing on paper express thoughts of individuals and/or groups of people. Thoughts on paper reveal events, ideas, fears and trends of the period in which they were written.

Written words must be analyzed in terms of their originally intended purpose and audience. Words in private diaries provide different messages about the times than those published in newspapers. Advertisements tell a story about the technology and values of a period from a different viewpoint.

Whether or not writing of another period is available locally, students can analyze the differences between types of current writing and reflect on the messages they reveal about the community. Current community writing contributes to the history of that community for future generations. The preservation of written material in any time period depends on the value placed on it as a record of life in that time and place.

Level One: Document Contrast

Summary

Students will view documents from Iowa's pioneer period and make observations about life in 19th-century Iowa.

Objective

Students will recognize that documents are a reflection of the time in which they were produced, and provide valuable information about that time.

Suggested Time

One class period

Materials/Equipment

Transparencies of the attached document packet

Procedure

1. Introduce the lesson by projecting each document on the overhead and asking students to observe what the documents have in common. Don't discuss the documents as they are projected. Give students time to make observations.
2. After each has been observed, discuss students' observations. The obvious conclusion should be that the documents were written in another time. Ask students how they know they were written at another time (some dates appear, descriptions don't fit with our experience today, etc.).
3. Briefly project and discuss each document focusing on what can be learned about another time by making observations of documents from that time.
4. Conclude the lesson by relating this experience to the method of the historian doing original research.

Council Bluffs, Sioux Trading House
Upper Missouri, Feb. 15th, 1841

Friend Able,

You will excuse me for not writing you sooner, for it was not a want of friendship to you, but many other things. I wished to learn something more of the country & Trade, of the Situation of different Nations of Indians, &c.

The country that I traveled thru, up the Missouri River above the State of Missouri, is not so good. It is one extensive prairie from the state line to the Rock Mountains, interspersed with groves and strips of Timber and generally scrubby. The prairies however are very rich and dry. On the small river, and on the Missouri bottoms, the timber is better, but it is principally cotton wood. The Council Bluff country (where I am situated) is a perfect prairie country. You may go on to the Bluffs, and look as far as the eye can reach, and will see nothing but the sky, not even a single bush. You may possibly see a stray Elk or a Deer, or an Indian hunter, going or returning from his hunt over the hills.

I have built our store on the bottoms of the Missouri (within five rods of the water) on account of Timber and water. The Traders are all here, there are three other establishments here at present. They are all French and compose nearly all the white inhabitants here except some half breeds. I am on the East side of the River in the Pottowatomie town. There is a small Town on the opposite side of the River called Belleview, there are two Trading houses and a missionary establishment, the rest of the inhabitants are Indians.

The Otoes, Mahaws, Missouris & Ioways own the other side of the River from us, for about two hundred miles up and down. The Winnebagoes are expected to come here in the spring, and will settle on the west side of M. R. about 20 miles below us. They draw large annuities, about $150,000 I have been told. The Pottowatomies draw between 60 and $70,000. It is a great place for Trade here and no mistake. The Sioux are above us. We send goods among all of the nations. We shall not be able to do much this year, for we were strangers in the country. I have a Frenchman with me as assistant, but we send goods in commissions by the half breeds among the Indians, we have plenty of Indians around us, I assure you.

As to Trade, friend Able, I can say more about it in the course of a year, should I live, than I can at present, but I have no doubt at all but you can do well in this country. The fur Trade will be good here for a great many years, and the annuities of the Indians are large. Though I think the Pottowatomies will trade their country off, and remove to Kansas river, below us. They have five millions of acres here in a new body. There were commissioners here this fall and tried to make a Treaty, but did not succeed, they intend coming back in the spring.

Drop me a newspaper occasionally if you have some to spare. I shall be able to get them from the post office some times.

You will receive
my best wishes,
and the humble compliments
of a true friend.

D. W. Howard

Model School Program

Recently the Webster County Schools adopted a daily schedule. It is repeated here as a guide for school directors and teachers thoughout Iowa.

9:00 a.m.	Open Exercises Pledge of Allegiance, Lord's Prayer, Patriotic poems and axioms
9:15 a.m.	Roll
9:20 a.m.	Reading
9:40 a.m.	Mental arithmetic
10:10 a.m.	Geography and mapping
10:35 a.m.	Recess
10:50 a.m.	Written arithmetic
11:15 a.m.	History and our Constitution
11:45 a.m.	Meal break and recess
1:30 p.m.	Reading
2:00 p.m.	Physical geography
2:30 p.m.	Grammar
3:15 p.m.	Black board exercise
3:30 p.m.	Recess for day

Taken from: "1870 Iowa State Almanac," Explorations in Iowa History Project, UNI.

DIARY OF A YOUNG GIRL

Grundy Center to Correctionville, 1862
November, 1862

Saturday, 1st — Mother, Sarah Ann and I sewed; father got home from Watterloo; Edwin geathered corn.

Sunday, 2nd — Father, mother, Sarah Ann and the children, Edwin and I here at home. Snowed a little last night. Not but a little wind, very pleasant.

Monday, 3rd — Father went to Albion. Mother, Sarah Ann and I coocked (cooked), etc. Mr. Gould, Mrs. Wm, and Mrs. Charles Gould, were here this evening. Edwin geathered corn and set out four or five apple trees.

Tuesday, 4th — Stephen Southwick, Sarah Ann, Dorcas (the baby) Emma, Mary and I started at half past two o'clock to go to Sarah Ann's home in Correctionville, Woodberry Co. (Iowa). Stephen is going to his team to cary us out there and then he is going to come back. We went as far as Uncle Charles where we stayed all night. Fair weather.

Wednesday, 5th — After we went from Uncle Charles, we travled (traveled) three (3) miles, passing two houses, then crossed a twelve mile prairie where we came to a Norwegion (Norwegian) settlement; three miles from there we came to Stora City (Story City); then crossed an eight mile prairie, passed two houses, crossed Squaw Creek. On top of the hill was a white school house; there we turned off from the mane road a quarter of a mile, where Mr. Roberts lived. We stayed all night; they furnished us one bead (bed) and did not charge us anything. Cold and windy.

Friday, 7th — We crossed a twenty-three mile prairie, where we came to Jeferson City (Jefferson City); three miles from there we stayed all night with Mr. —— (name not given); they charged us twenty-two cents for a bead (bed), staying all night and hay for the horses. Not but little wind—pleasant.

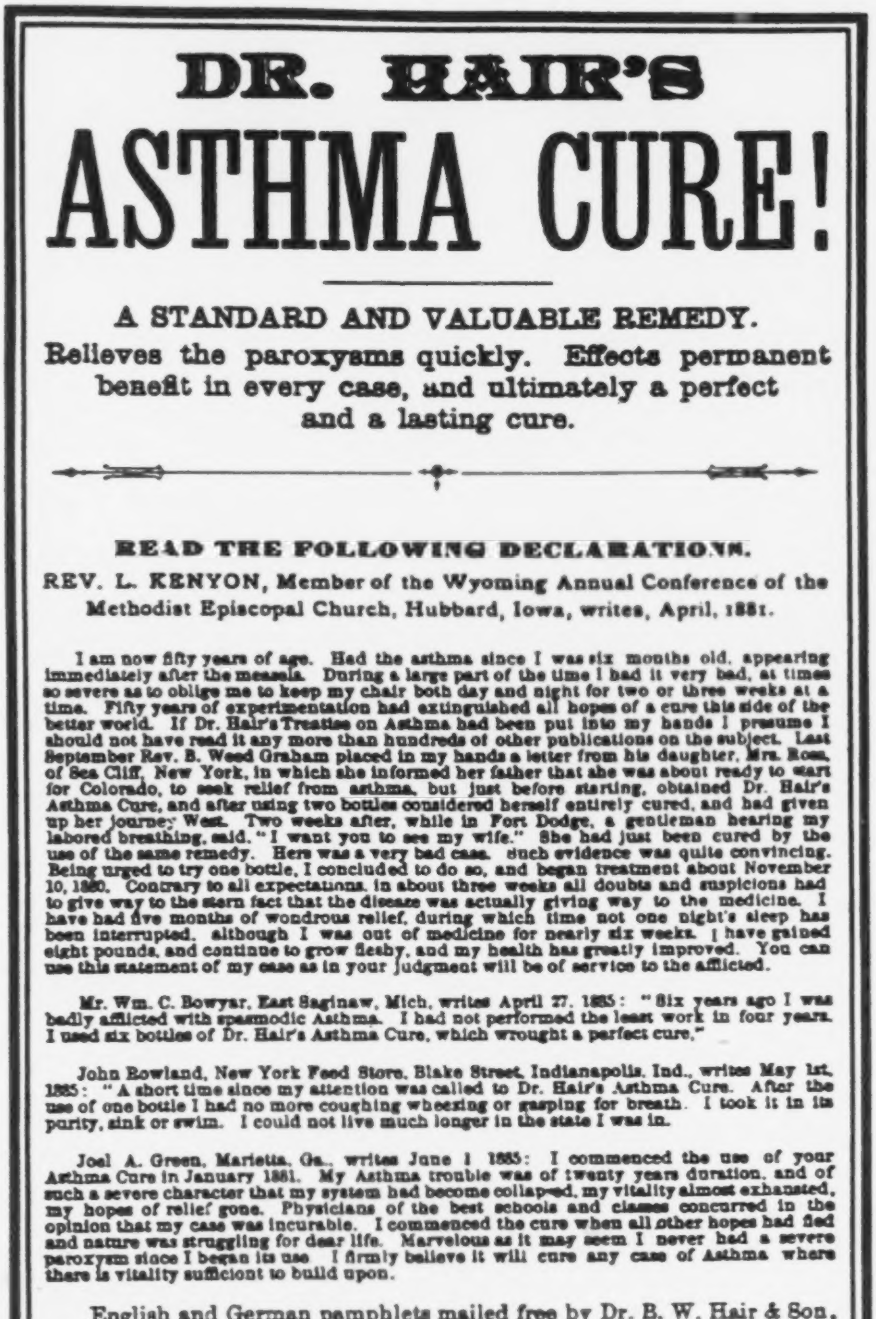
Saturday, 8th — About a mile from Mr. —— we crossed a creek, then crossed a thirty-two mile prairie, where we came to five houses which was called Lake City; went three miles west from there, past a school house, then crossed camp creek where we stayed all night. Our bill was twenty cents. Warm and pleasant.

Sunday, 9th — We are still on our journey . . . From camp creek we crossed an eight mile prairie, and then there was houses every three or four miles for twelve miles; where we came to Sack City (Sac City) about two o'clock; then came about eight miles without seeing any houses, where we came to a slough that was bad to cross and seeing it was in time to stop, we stayed there all night. Warm and Pleasant.

Monday, 10th — We crossed the slough and found that it was not as bad to cross as was expected, then crossed twenty-two miles of prairie where we came to Ida grove got there about two o'clock then crossed a twenty mile prairie where we came to Correctionville (got there about eleven o'clock) which was our journey's end. We saw five elk about dusk. Not but little wind. Very pleasant.

Tuesday, 11th — Sarah Ann and I picked up things about the house, etc. Morris was drawing wood. Stephen and Cyrus Webb (Morrises hiered (hired) man) went to hunt elk, but they did not see any. Windy and cold.

Taken from: "Diary of a Young Girl," Explorations in Iowa History Project, Price Laboratory, School, UNI.



DR. HAIR'S

ASTHMA CURE!

A STANDARD AND VALUABLE REMEDY.

Relieves the paroxysms quickly. Effects permanent benefit in every case, and ultimately a perfect and a lasting cure.

READ THE FOLLOWING DECLARATIONS.

REV. L. KENYON, Member of the Wyoming Annual Conference of the Methodist Episcopal Church, Hubbard, Iowa, writes, April, 1881.

I am now fifty years of age. Had the asthma since I was six months old, appearing immediately after the measels. During a large part of the time I had it very bad, at times so severe as to oblige me to keep my chair both day and night for two or three weeks at a time. Fifty years of experimentation had extinguished all hopes of a cure this side of the better world. If Dr. Hair's Treatise on Asthma had been put into my hands I presume I should not have read it any more than hundreds of other publications on the subject. Last September Rev. B. Weed Graham placed in my hands a letter from his daughter, Mrs. Ross, of Sea Cliff, New York, in which she informed her father that she was about ready to start for Colorado, to seek relief from asthma, but just before starting, obtained Dr. Hair's Asthma Cure, and after using two bottles considered herself entirely cured, and had given up her journey West. Two weeks after, while in Fort Dodge, a gentleman hearing my labored breathing, said. "I want you to see my wife." She had just been cured by the use of the same remedy. Here was a very bad case. Such evidence was quite convincing. Being urged to try one bottle, I concluded to do so, and began treatment about November 10, 1880. Contrary to all expectations, in about three weeks all doubts and suspicions had to give way to the stern fact that the disease was actually giving way to the medicine. I have had five months of wondrous relief, during which time not one night's sleep has been interrupted, although I was out of medicine for nearly six weeks. I have gained eight pounds, and continue to grow fleshy, and my health has greatly improved. You can use this statement of my case as in your judgment will be of service to the afflicted.

Mr. Wm. C. Bowyar, East Saginaw, Mich, writes April 27. 1885: "Six years ago I was badly afflicted with spasmodic Asthma. I had not performed the least work in four years. I used six bottles of Dr. Hair's Asthma Cure, which wrought a perfect cure."

John Rowland, New York Feed Store, Blake Street, Indianapolis, Ind., writes May 1st, 1885: "A short time since my attention was called to Dr. Hair's Asthma Cure. After the use of one bottle I had no more coughing wheezing or gasping for breath. I took it in its purity, sink or swim. I could not live much longer in the state I was in.

Joel A. Green, Marietta, Ga., writes June 1 1885: I commenced the use of your Asthma Cure in January 1881. My Asthma trouble was of twenty years duration, and of such a severe character that my system had become collapsed, my vitality almost exhausted, my hopes of relief gone. Physicians of the best schools and classes concurred in the opinion that my case was incurable. I commenced the cure when all other hopes had fled and nature was struggling for dear life. Marvelous as it may seem I never had a severe paroxysm since I began its use. I firmly believe it will cure any case of Asthma where there is vitality sufficient to build upon.

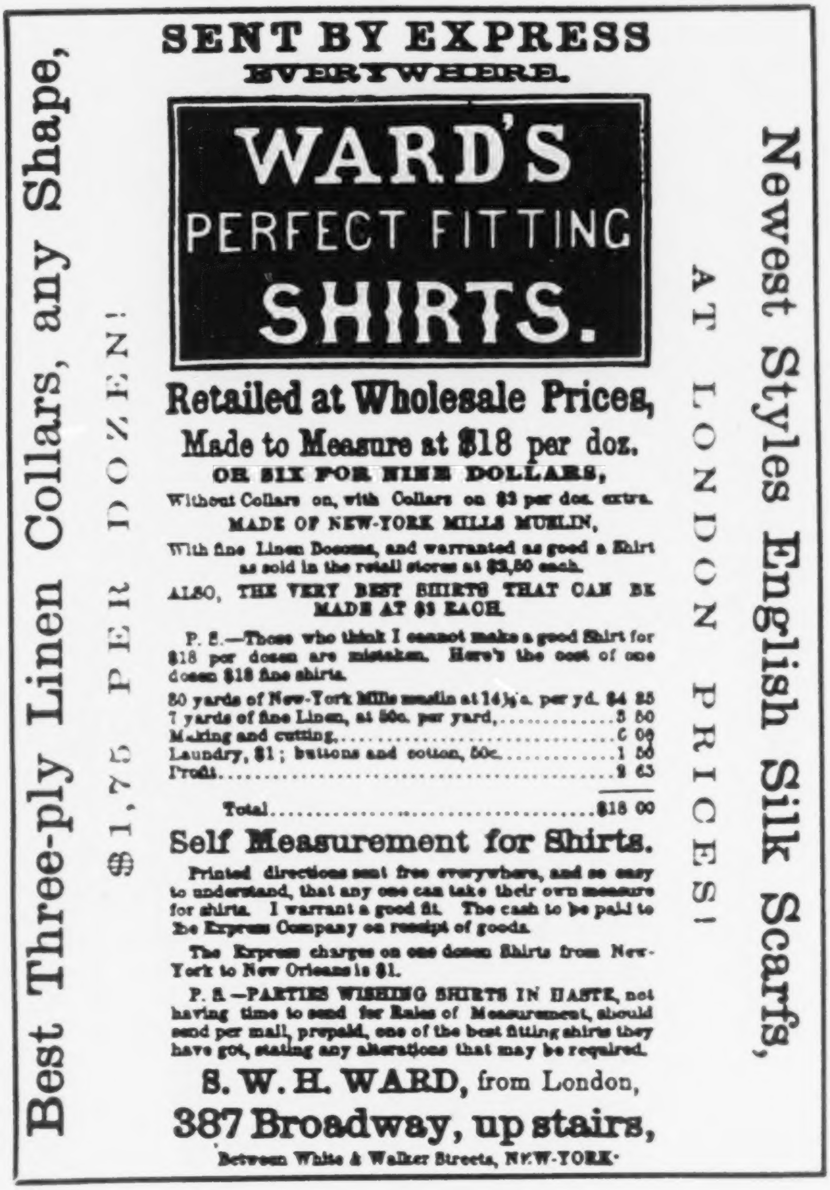
English and German pamphlets mailed free by Dr. B. W. Hair & Son, Cincinatti, Ohio. Asthma Cure for sale by

HUFFORD, BRADSHAW & THOMA,

FAIRFIELD, IOWA.

Taken from: "1870 Iowa State Almanac," Explorations in Iowa History Project, UNI.

BEST COPY AVAILABLE



Best Three-ply Linen Collars, any Shape,

$1,75 PER DOZEN!

SENT BY EXPRESS

EVERYWHERE.

WARD'S PERFECT FITTING SHIRTS.

Retailed at Wholesale Prices,

Made to Measure at $18 per doz.

OR SIX FOR NINE DOLLARS,

Without Collars on, with Collars on $3 per doz. extra.

MADE OF NEW-YORK MILLS MUSLIN,

With fine Linen Bosoms, and warranted as good a Shirt as sold in the retail stores at $2,50 each.

ALSO, THE VERY BEST SHIRTS THAT CAN BE MADE AT $3 EACH.

P. S.—Those who think I cannot make a good Shirt for $18 per dozen are mistaken. Here's the cost of one dozen $18 fine shirts.

30 yards of New-York Mills muslin at 14½c. per yd.	$4 35
7 yards of fine Linen, at 50c. per yard,	3 50
Making and cutting	6 00
Laundry, $1; buttons and cotton, 50c.	1 50
Profit	2 65
Total	$18 00

Self Measurement for Shirts.

Printed directions sent free everywhere, and so easy to understand, that any one can take their own measure for shirts. I warrant a good fit. The cash to be paid to the Express Company on receipt of goods.

The Express charges on one dozen Shirts from New-York to New Orleans is $1.

P. S.—PARTIES WISHING SHIRTS IN HASTE, not having time to send for Rules of Measurement, should send per mail, prepaid, one of the best fitting shirts they have got, stating any alterations that may be required.

S. W. H. WARD, from London,

387 Broadway, up stairs,

Between White & Walker Streets, NEW-YORK.

Newest Styles English Silk Scarfs,

AT LONDON PRICES!

Taken from: "1870 Iowa State Almanac," Explorations in Iowa History Project, UNI

Level Two:
Letter Reading

Summary

Students will read a pioneer letter describing a prairie fire and write a newspaper article about the same event.

Objective

Students will recognize that written accounts have different purposes and thus appear in different forms.

Suggested Time

One class period

Materials/Equipment

Transparencies of the letter of John Kenyon.

Procedure

1. Introduce the lesson by discussing the ever-present fear of prairie fires for Iowa's early settlers:
    a. Fires could be started by lightening.
    b. They moved quickly and a person on horseback probably couldn't outrun one.
    c. If a fire came, settlers would often start backfires so that when the main fire reached them, the area would already be burned and the big fire would go around their land.
2. Project a transparency of the pioneer letter describing the prairie fire. Read and discuss the letter. Identify both the content and the style of writing as sources for learning about pioneer farm life.
3. Note that the description of the fire was told from one person's perspective. Discuss how the event may have been described in a Jones County, Iowa newspaper of the day.
4. After providing time for students to compose a newspaper article on this event, have students share their articles focusing discussion on the contrast between the organization and content of a newspaper article and that of a letter.

The Letter of John Kenyon

1859

Monday eve Oct 23d. . .and now for the prarie fire we had week ago yesterday. I went to window and looked out and it was about 1-1/2 miles of(f). I could (see) nothing but smoke and it looked awful dark. I grabed the hoe and scythe and started for our south road about 20 rods from the house. when I got there the fire had just reached the road. it came in the shape of a V and the flames roled higher (than) the waves on the ocean. it looked awfull to me. I was so frightened that I shook like a dog. . .it had crossed th road. I run for life and put it out and followed it up the road ten rods or so untill it was past our land. I hurried back but it had crossed the road in another place and was within ten feet of the fence. Father Ellis and Mother and Ann was fighting of it like mad (as the english say) with foot mats rag rugs old pieces of carpet coats and petticoats &c. we fought it to the corn field then it had to side burn about 20 rods then it had a clean sweep for the hay, stables and house chicken coops hog sties all made of hay and poles but the house. Father and me stayed and fought it and the women folks cut it for the stacks and raked up all the old stalks they could. Mary she come just as the fire was comeing round the fields. she grabbed bed close of(f) the bed carpeting any thing she could lay her hands on. . .had all wet ready for action. on came the fire and how they kept it of(f) the stock the Lord only knows. I was (so) frightened that I dare not look that way. if it had not (been) for the female department everything would burn. they fought like heroes. Beaches and Joneses folks had almost as narrow escape as we but not quite so long. they had it about an hour and we 4 or 5 hours. they said they fought so hard they would come out of the fire and smoke and throw them selfs on the ground. they thought they was going up. I did not fight hard as that but I fought hard enougf to burn of(f) my whiskers and hair so I had to have them cut. I looked rather red around the jaw. . .

Mr Campbell one of our nearest neighbors south of us killed a bear last week in his corn field. he rode up to him (on) horse back (and) fired one barrel. his horse throwed him of(f). the bear closed in with him. he beat him with his gun untill he broke the breech of(f). then he used the barrel untill he killed him. the bear hurt him some on the arm and leg so he had to have a Doct. the bear weighted 200 lbs and he sold him to Esq Gillman at Notingham for the sum of twenty dolls. I would not mind being scratched a little for that amount. there was a bear seen on hickery grove a few weeks ago. . .The Almoral folks have seen signs of one up their. he carried of(f) Mr Harsons beehive. . .

Taken from: "Iowa Farm Letters," Explorations in Iowa History Project, UNI.

Level Three:
Letter Writing

Summary

Students will read and discuss a local newspaper article and write mock letters in response to the article.

Objective

Students will recognize the difference between public and private accounts of events and their places in reflecting historical events.

Materials/Equipment

A transparency of an article taken from a local newspaper.

Procedure

1. Introduce the lesson by projecting a transparency of an article from a current local newspaper. The article should contain a human interest element and center on a controversial event. (i.e., the change of a highway route through the community, raising taxes, firing the mayor, etc.) Read the article, relating the subject matter to current events and conditions.
2. Discuss the article from the viewpoint of the persons involved. Encourage the students to view the event from a different vantage point than is presented in the newspaper article.
3. Have students write mock letters to the editor or personal letters between parties mentioned in the article.
4. When this is completed, have students share their letters. Discuss the contrast between public and private documents and their roles in retelling history.

GENERALIZATION III

Documents are resources in explaining the history of a community.

Subtopic 2

Visuals provide information about life and values of people who lived in the past.

Rationale

Visuals provide a picture of the period in which they were created. As with written material, it is important to analyze their original purpose and audience in order to fully comprehend their message.

Visuals are created to provide serious and humorous statements for private, commercial and documentary purposes. Photos and paintings generally reflect realistic impressions of the visible aspects of a community's life, whereas cartoons symbolically depict an attitude about an event or situation. Yellow page visuals explain the services available in a community.

Size equals money. Large photos, paintings, advertisements and cartoons cost more to produce than smaller versions. The investment in larger visual messages makes a statement about the individual and or group values of the period.

Level One: Family Century Book

Summary

Students will create a personal family century book that visually describes their family for the last century.

Objective

Students will recognize that visuals are a rich resource in retelling the past.

Suggested Time

Three class periods

Materials/Equipment

Five copies per student of century book pages, materials for making an album cover.

Procedure

1. Introduce the lesson by asking students to describe their family today in terms of the number of family members, where they live, ages of brothers or sisters, etc.
2. Have them describe their family of five years ago. Continue this pattern using 10, 25, 50 and 100 years. Continue until students are unable to adequately describe their family with the information they have.
3. Propose a family century book as a class project. Each student will research his or her family's history for the last century and visually describe the family for five, 10, 25, 50 and 100 years ago. Encourage students to involve their parents in the search. Students should be supplied with at least five copies of the century book pages which will be used to display photocopies of family pictures and documents, original drawings, pictures of family homes, postcards, etc.
4. When students complete their family century book and finish a cover, have a family open house and invite parents and grandparents to visit the school and view the students' albums.

Century Book

My Family ______ Years Ago.

Letter of Ephraim G. Fairchild

Preface

Ephraim G. Fairchild moved to Iowa with his wife and children in 1857. His uncle, Jeremiah Gard, owned land in Jones County. With the aid of his uncle, Fairchild and his family settled on a farm in Jones County. The following paragraphs describe the journey west from their home in New Jersey to Jones County, Iowa.

Pleasant Ridge March 3, 1857

Ever Kind and affectionate Father and Mother and all the rest of the friends. I take my pen in hand to write a few lines to you to let you know that we are all well at present and hope these few lines may find you all the same.

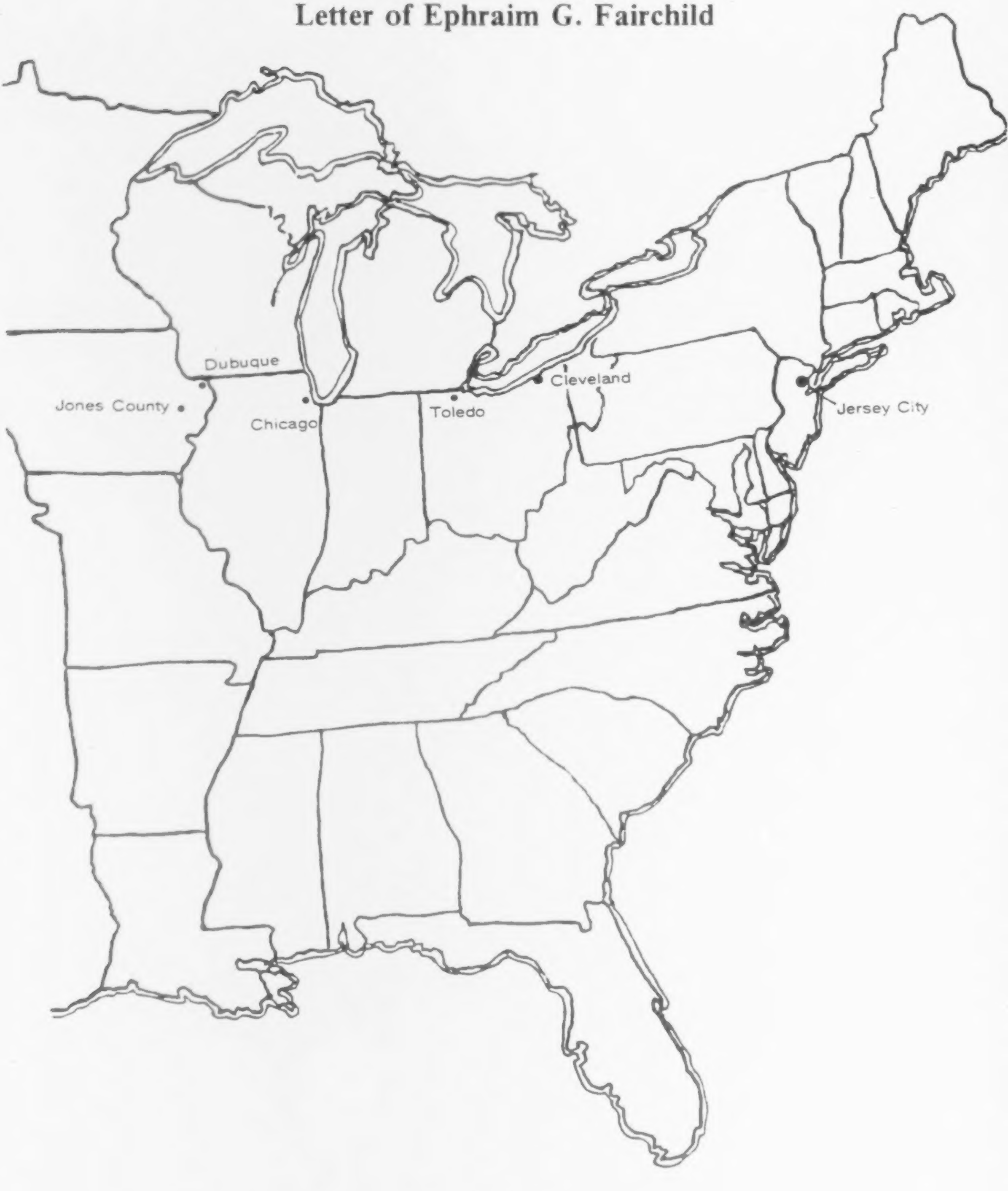
I will try to tell you some thing aboute our journey oute west. We had a very slow trip. the carrs run verry slow all the way from Jersey City up to Dunkirk so we did not make connection with the train from their and had to stop there from 2 oclock in the afternoon until 2 1/2 oclock wednesday morning. then we Started for Cleveland and arrived there aboute noon and missed the train there again. we had to stay their till about 4 oclock in the evening. then we started for toledo and there we made connection with the wagon going to chicago and there we had to stop about 4 or 5 hours longer. then we started about 9 in the evening for Dunleath.[1] we arrived there about 9 or 10 on friday morning and there we met uncle Jerry. he started from home on wednesday and arrived at Dubuque on thursday and on friday we crossed the missippia on the ice with the horses and wagon. then we started for uncle Jerrie's.

we got as far as the 11 mild (sic. mile) house. then we put up and in the morning we started again and went about 1 mild and broke the arm of the axel tree. then we was in a fix. no house nearer than a mild but Eliza and the children got out of the wagon and went on to the 12 mild house afoot and uncle and I unloded the things into another wagon and fixed up the wagon so as to get to the 12 mild house and there was a black smith shop and the smith thought he could fix it. so he went at it as soon as he cood and when he got it fixed it was about 2 or 3 oclock. then we started again and traveled on until night. then we put up at Ozark with a man by the name of E. West. they were verry nice people. the next morning which was sunday morning it thundred and lightened and raned quite hard untill about 9 oclock. then it stopped and about 10 uncle said he thought we had better start before the river at canton got so high tht it wood be dangerous. so we started and got acrost the river safe and went on home. we got to uncles about 4 oclock sunday after noon all safe and sound but mudier going I never saw in my life.

---

[1] Dunleith, Illinois, the original name for present-day East Dubuque.

Map to Accompany Letter of Ephraim G. Fairchild



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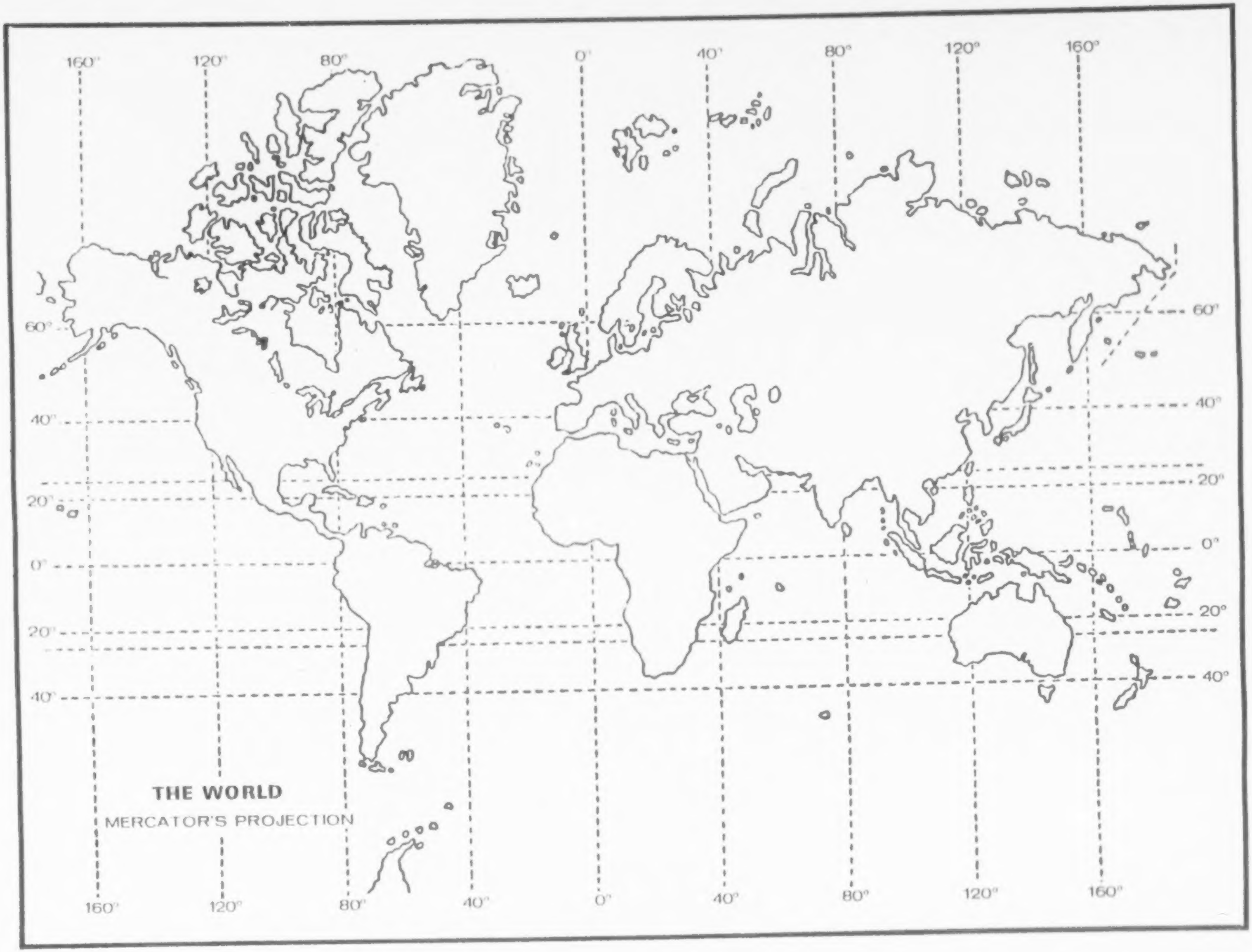
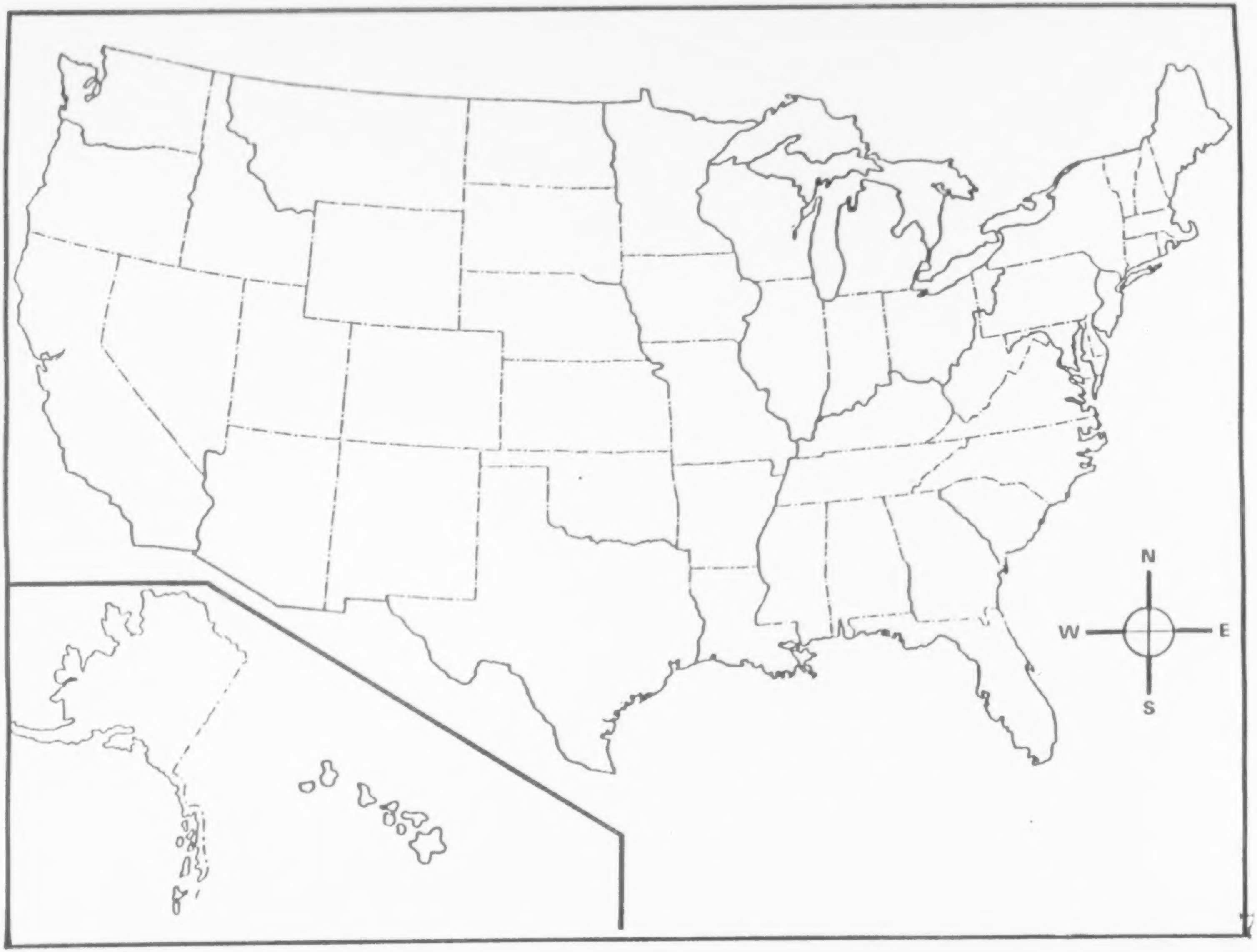


THE WORLD

MERCATOR'S PROJECTION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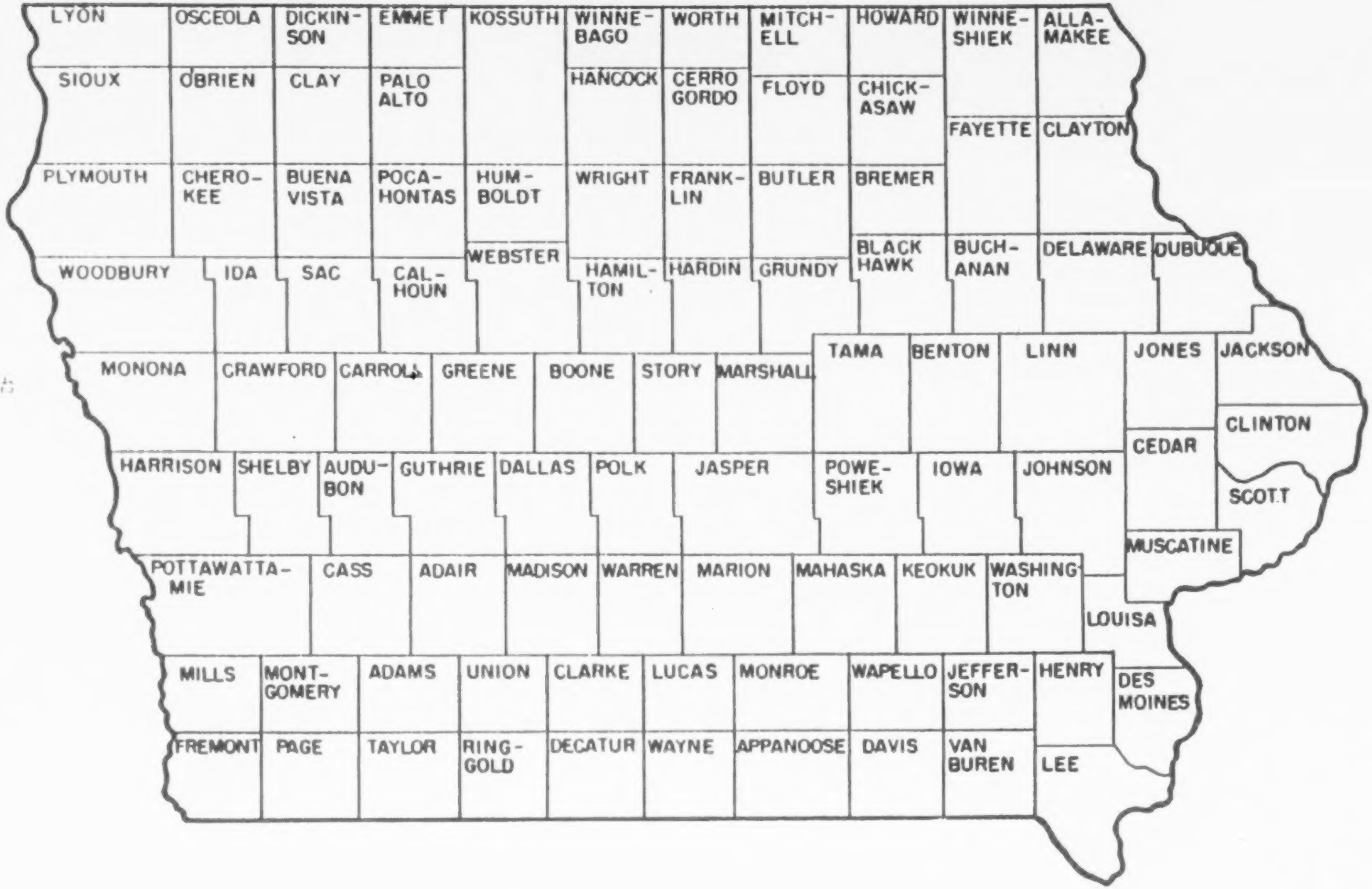
LYON
OSCEOLA
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EMMET
KOSSUTH
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WORTH
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HOWARD
WINNESHIEK
ALLAMAKEE
SIOUX
OBRIEN
CLAY
PALO ALTO
HANCOCK
CERRO GORDO
FLOYD
CHICKASAW
FAYETTE
CLAYTON
PLYMOUTH
CHEROKEE
BUENA VISTA
POCAHONTAS
HUMBOLDT
WRIGHT
FRANKLIN
BUTLER
BREMER
WEBSTER
BLACK HAWK
BUCHANAN
DELAWARE
DUBUQUE
WOODBURY
IDA
SAC
CALHOUN
HAMILTON
HARDIN
GRUNDY
TAMA
BENTON
LINN
JONES
JACKSON
MONONA
CRAWFORD
CARROLL
GREENE
BOONE
STORY
MARSHALL
CLINTON
CEDAR
HARRISON
SHELBY
AUDUBON
GUTHRIE
DALLAS
POLK
JASPER
POWESHIEK
IOWA
JOHNSON
SCOTT
MUSCATINE
POTTAWATTAMIE
CASS
ADAIR
MADISON
WARREN
MARION
MAHASKA
KEOKUK
WASHINGTON
LOUISA
MILLS
MONTGOMERY
ADAMS
UNION
CLARKE
LUCAS
MONROE
WAPELLO
JEFFERSON
HENRY
DES MOINES
FREMONT
PAGE
TAYLOR
RINGGOLD
DECATUR
WAYNE
APPANOOSE
DAVIS
VAN BUREN
LEE

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Level Two: Family Map

Summary

Each student will visually describe his or her family's migratory history through maps and other visual material.

Objective

Students will recognize the importance of visual material when describing family history.

Suggested Time

Three to four class periods

Materials/Equipment

Student copies of the letter of Ephraim G. Fairchild. Transparency of the map to accompany the letter.

Procedure

1. Introduce Ephraim G. Fairchild to the students by handing out a copy of the letter to each student. As the students read and discuss the letter, project a transparency of the map to make the letter more meaningful.
2. Ask students to share what they know about their families' migrations to Iowa. Have students solicit the involvement of their parents in discovering where their ancestors resided.
3. When the class has identified raw information about their families' migratory history, assist them in making a visual display of their families' moves. The enclosed maps of the world, the United States and Iowa will be helpful when identifying specific locations and displaying notes about family members' memories of migration. Encourage students to include original sketches or family photos from various locations. Discuss the importance of visual material when recounting family history. Display each student's work as a culmination of this experience.

Level Three:
Time Capsule

Summary

Students will create a time capsule for today and a century ago containing visual material describing each period.

Objective

Students will recognize the value of visuals in providing information about life at another time.

Suggested Time

Three to four class periods

Materials/Equipment

Art materials: paper, markers, pencils, etc.

Vocabulary

time capsule

Procedure

1. Introduce the lesson by asking students to define the term "time capsule." Ask if they have ever heard about one, seen one or made one. After discussing students' responses, ask them to visualize what their counterparts from a century ago might have included in a time capsule if they were to create one. List students' ideas on the board. Probe the students' thinking, encouraging them to draw on their knowledge of 19th century life gained from previous lessons. In addition, discuss the role that visual material would play in describing a particular period.
2. Provide students with art materials so they can illustrate items which may have been found in a 19th century time capsule created by elementary students. Encourage students to bring from home some pictures, photocopies of documents, postcards, letters, small trinkets, etc. having a 19th century vintage.
3. Have students put together a present-day time capsule containing visual material describing their lives at school. Included might be student writing samples, predictions for the future, class pictures, school schedules, etc.
4. When students have finished both time capsules, display them in the room. If possible, make arrangements to seal their present-day capsule, not to be opened until high school graduation or some other designated date.

GENERALIZATION III

Documents are resources in explaining the history of a community.

Subtopic 3

Visuals can be created from historical accounts; written accounts can be created from visuals.

Rationale

Interpreting historic material through a different form adds another dimension of comprehension to the original ideas. That which originally appeared in writing can be visualized; visuals can be described in writing or orally.

Level One:
Photograph Interpretation

Summary

Students will be guided in a thorough examination of a photograph of their local community and/or Burlington, Iowa. Written descriptions will summarize their observations.

Objective

Students will recognize the value of visual material in interpreting the past.

Suggested Time

One class period

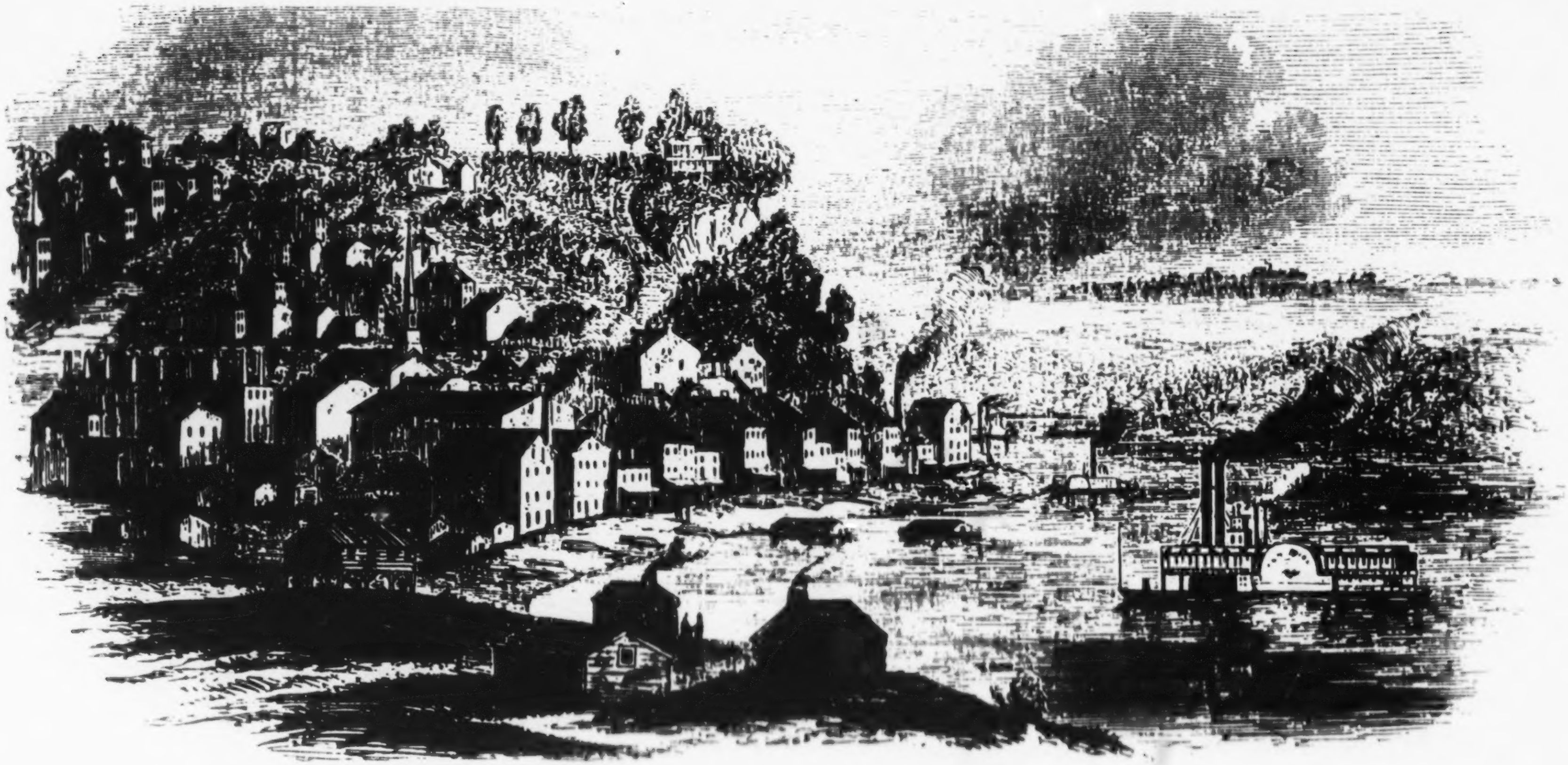
Materials/Equipment

Engraving: View of Burlington — Iowa Wall Map

Procedure

1. Begin the lesson by locating Burlington, Iowa, on an Iowa map. Discuss Burlington's importance to the early development of Iowa and its geographic position relative to the westward progression of pioneer settlement.
2. Distribute copies of the picture "View of Burlington, Iowa." After students have the opportunity to make superficial observations from the picture, guide them in a thorough examination of the engraving. The following questions could be discussed:
   a. Where was Burlington located?
   b. What types of homes were available?
   c. How did the river serve the community?
   d. What do the buildings tell about the economic structure of the community?
   e. Besides homes and businesses, what other types of buildings are visible?
   f. How were homes heated?
   g. etc.
3. Have students write a brief description of Burlington in 1855. Their descriptions should reflect the information gained from observing the engraving.
4. If possible, locate a photograph of the local community from which students could draw conclusions about earlier life there. This photograph could be used instead of or in addition to the Burlington engraving.
5. Student descriptions could be displayed on a bulletin board along with the picture.

Jesse Williams, *Map of the Surveyed Part of Iowa* (New York: J. H. Colton, 1840), inset.



VIEW OF BURLINGTON IOWA

Ballou's Pictorial Drawing-Room Companion (ca. April, 1855); Iowa State Historical Department, Division of the State Historical Society, Photograph Collection.

Level Two: Advertise Your County

Summary

Students will read a descriptive interpretation of Iowa for 1853. They will make posters promoting settlement in their county using the information from the article as a basis for their drawings.

Objective

Students will recognize the relationship between written and visual material, noting that either may be used as a basis for producing the other.

Suggested Time

One class period

Materials/Equipment

Student copies — "The State of Iowa," art materials, poster paper.

Procedure

1. Introduce the lesson by having students visualize the state of Iowa before pioneer settlement. Discuss the predominant characteristics of a prairie region.
2. Distribute copies of "The State of Iowa" printed in 1853 as part of The Western Tourist and Emigrants' Guide. Read and discuss parts of the article noting the positive picture the article presents regarding frontier settlement.
3. Using the perspective of the article, have students create promotional posters advertising their county as a great place to settle in 1853. Encourage students to use information from the article as a basis for pictures included on their poster. In addition, they will need to consider the location of their county when describing it in 1853. The southeast quarter of Iowa was leaving the frontier period in 1853 while the northwest corner was barely beginning to be settled.
4. Display the posters on a classroom bulletin board. Provide the opportunity for students to observe and discuss each other's work.

The State of Iowa

Area 50,914 square miles — Population 192,214

Prairie predominates in this state. Scarecely a hill interrupts the sea-like expanse of its wavy surface. An elevated table-land of plateau, however, extends through a considerable portion of the country, and forms the watershed between the streams flowing into the Missouri and Mississippi rivers respectively. The margins of the streams are thickly timbered. The prairie lands are variously covered: some are clothed in thick grass, suitable for grazing farms, while hazel thickets and sassafras shrubs invest others with perennial verdure. In spring and summer the surface is enamelled by wild flowers in endless variety. The soil is universally good, being a rich black mould, mixed sometimes with sandy loam, and sometimes with red clay and gravel. Lead, zinc, iron, &c., are very plentiful. The "mineral region" is principally confined to the neighborhood of Dubuque. The lead mines of this region are perhaps the most productive and valuable in the world. Ten thousand miners could here find profitable employment. Zinc occurs in fissures along with the lead, chiefly in the form of electric calamine. In some "diggings" this mineral is found in a state of carbonate, and in others as a sulphuret. Iron ore is abundant in several districts; but as yet the mines have not been worked to any great extent. The state is well watered by numerous navigable rivers and streamlets flowing into the Mississippi and Missouri rivers, which bound the state—the first on the E. and the latter on the W. The principal of these are the Red Cedar and Iowa, and the Des Moines, which empty into the Mississippi. The rivers falling into the Missouri are comparatively unimportant. The climate is excellent, especially on the prairies, and the country is as free from endemic diseases as the most favored portion of the Union. Periodic breezes blow over the prairies as regularly and as refreshing as on the ocean between the tropics. The only unhealthy portions of Iowa are the low margins of the rivers, which are frequently inundated. Though the buffalo, once the denizen of this beautiful country, is now almost extinct, and though the elk is only found in the wild recesses not yet occupied by civilization, a great variety of wild animals remain, and afford pleasure to the sportsman and profit to the hunter. The wolf, panther, and wildcat are still numerous, and in the wooded districts the black bear is found. Foxes, racoons, opossums, gophars, porcupines, squirrels, and the otter, inhabit almost the whole unsettled country. Deer are also quite numerous, and the musk-rat and common rabbit are incredibly prolific. Among the bird tribes are wild-turkeys, prairie-hens, grouse, partridges, woodcocks, &c. Geese, ducks, loons, pelicans, plovers, snipes, &c., are among the aquatic birds that visit the rivers, lakes, and sluices. Bees swarm in the forests; the rivers and creeks abound with excellent fish, and the insect tribes, varied and beautiful, add gaudiness to the scene.

Iowa mainly owes its prosperity to its agricultural resources. Its fine prairies are easily converted to cultivation, and its natural pastures afford peculiar facilities for the rearing of cattle, and sheep farming. Wool-growing, indeed, has become one of the staple employments of the farmers; and the raising of hogs for market, is no less profitable in its results. The sheep and hog are here raised with little or no trouble, the natural productions of the forest and prairie affording a plentiful subsistence. The cereal and root crops grow luxuriantly, and all the fruits of temperate climate find here a congenial soil. Tobacco is grown extensively on the alluvial margins of the Des Moines, and the castor-oil plant, which has been lately introduced, succeeds well. No country in the world, in every point of view, is more promising to the agriculturist. Fertile and productive, yielding minerals of the greatest value, penetrated by numerous navigable rivers, and bordered by the noble Mississippi, easily accessible, and free from many of the dangers incident to newly-settled countries, it offers the greatest inducements to immigrants and others to make it their homes. Its commercial advantages are perhaps second to those of none other of the Western States, while every portion of the country is open to easy navigation and land travel. It already contributes largely to the valuable cargoes that annually arrive at New Orleans. The settled portion of the state is well provided with good roads; but as yet no canals or railroads, though several are projected, have been built. The manufactures of Iowa consist principally of such heavy articles as are of immediate necessity to the settler, or of such goods as are usually made in families, as coarse woollen and cotton articles, &c. The aggregate value of property assessed for taxes in this state in 1848 was $14,449,200.

The Western Tourist and Emigrant's Guide (New York: J. H. Colton, 1853), pp. 43-44.

Level Three:
Local School History

Summary

Students will identify questions about the history of the local school system and use local sources to graphically describe the development of education in the community.

Objective

Students will appreciate the development of education in their community while strengthening their graphing skills as a means of reporting raw data.

Suggested Time

Three to four class periods

Materials/Equipment

Graph paper, drawing paper, markers, etc.

Procedure

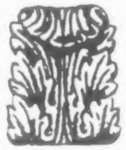
1. Introduce the lesson by having students speculate what school life was like in the community 50, 75 or 100 years ago. Discuss buildings, class sizes, materials, facilities, etc.
2. Have students identify specific questions concerning school life in the community 75 years ago. The following sample questions might be expected:
   a. Where was the school building(s) located?
   b. How many students were enrolled?
   c. How many different classes were offered?
   d. What hours were classes held?
   e. How many teachers were employed?
3. Have students identify sources where the answers to these questions could be obtained. If 75 years ago is chosen, local citizens could be interviewed. The local historical society and the library should also be helpful.
4. After obtaining raw data from available sources for 75 years ago, contact the local school board to obtain current data for comparison where appropriate.
5. Have students create graphs to visually describe the development of the local school for the last 75 years. Display the data on a bulletin board highlighting local school history. If some questions don't lend themselves to quantified data, drawings, photos or written descriptions could be used.

Appendix

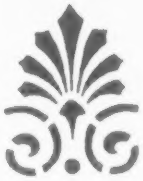
A Glossary of Old-House Parts

Exterior Features of Pre-1920 Houses

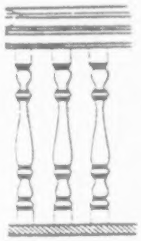
Acanthus A common plant of the Mediterranean, whose leaves, stylized, form the characteristic decoration of capitals of Corinthian and Composite orders. In scroll form it appears on friezes, panels, etc.



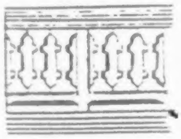
Anthemion A common Greek ornament based upon the honeysuckle or palmette. Used singly or as a running ornament in friezes, cornices, iron work, etc. The anthemiom is a very adaptable decoration; the one at right is a stencilled version.



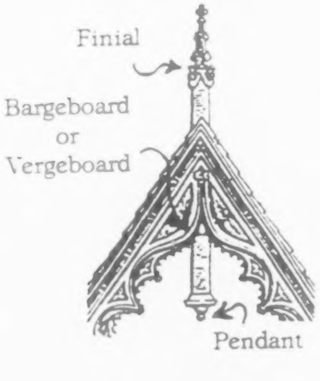
Baluster A spindle or post supporting the railing of a balustrade. Balusters can be turned or sawn.



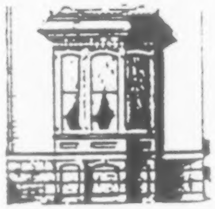
Balustrade An entire railing system with top rail and balusters.



Bargeboard The decorative board attached to the projecting portion of a gable roof; the same as a vergeboard. During the late part of the 19th century, bargeboards were frequently extremely ornate.



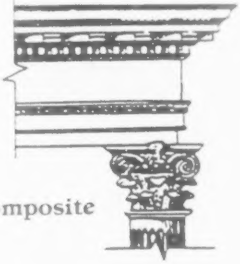
Bay An element that protrudes from the facade, usually defined by windows. A bay window rises from the ground one or more storeys.



Board and Batten Vertical siding composed of wide boards that do not overlap, and narrow strips, or battens, nailed over the spaces between the boards.

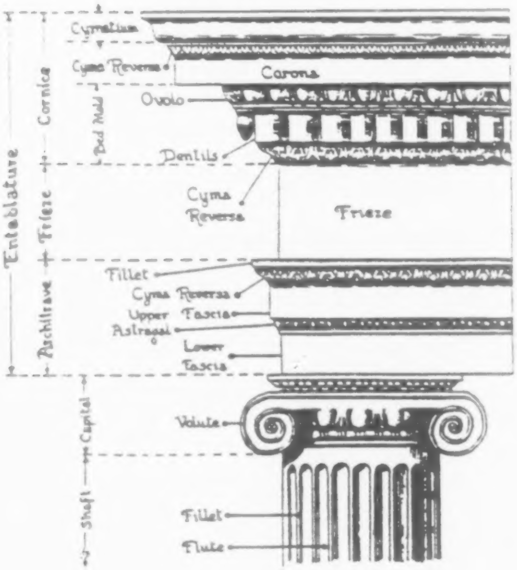
Bracket A projection from the face of the building to support a cornice or ornamental feature. Sawn wood brackets were an important decorative feature in many Victorian house styles.

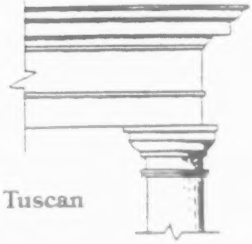
Columns Part of the Classical Order in the architecture of ancient Greece and Rome. Comprised of the base, column, capital and entablature. The proportion for each and every element was spelled out based on the diameter of the column.



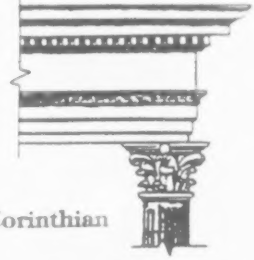
Composite

An Ionic Entablature

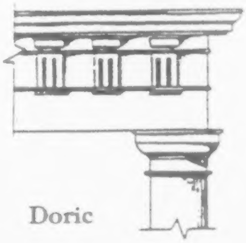




Tuscan

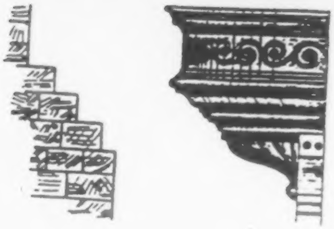


Corinthian

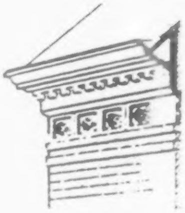


Doric

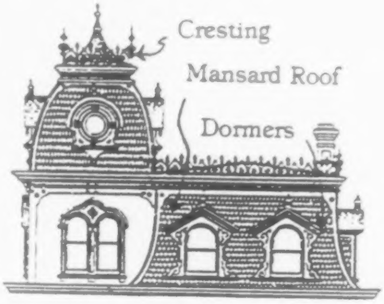
Corbel A bracket or block projecting from the face of a wall that generally supports a cornice, beam or arch. "Corbelling out" refers to the building of one or more courses of masonry out from the face of a wall to support timbers or a chimney.



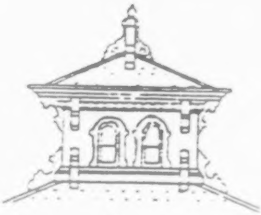
Cornice In classical architecture the upper, projecting section of an entablature; also the projecting ornamental moulding along the top of a building or wall.



Cresting A line of ornament finishing a roof. Victorian houses (especially the Second Empire and Eastlake styles) often feature a small cast iron railing with decorative points on roofs and balconies.

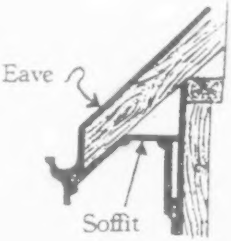


Cupola A small dome or similar structure on a roof. In the 19th century Italian villa style house, a square-shaped, windowed cupola was used from which to enjoy the view and was called a belvedere. Also called a lantern.

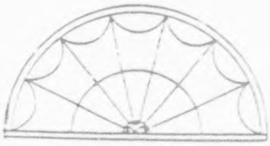


Dormer A vertically set window on a sloping roof; also, the roofed structure housing such a window. (See "Cresting" for illustration.)

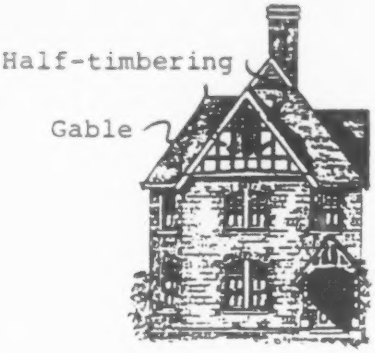
Eaves The projecting overhang at the lower edge of a roof.



Fanlight Semi-circular window over a door or window with radiating bars or tracery in the form of an open fan.



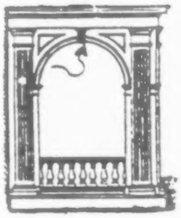
Gable The triangular part of an exterior wall created by the angle of a pitched roof.



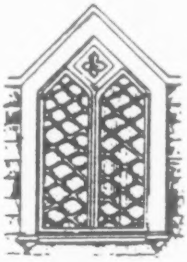
Gazebo An outdoor pavilion or summer house popular for lawns and gardens of rural houses in the Victorian era.

Half-timbered Descriptive of 16th and 17th century houses built with timber framing with the spaces filled in with plaster or masonry. This style of building was imitated in the 19th and early 20th centuries with the Tudor Revival. (See "Gable" for illustration.)

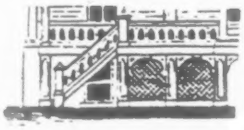
Keystone The central stone of an arch.



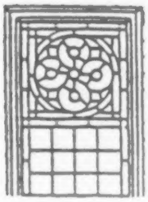
Lancet Window A narrow window with a sharp, pointed arch; it was a feature of the Gothic Revival house.



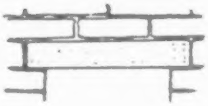
Lattice Open work produced by interlacing of laths or other thin strips used as screening, especially in the base of the porch.



Leaded Glass Window A window composed of pieces of glass that are held in place with lead strips; the glass can be clear, colored or stained. Leaded glass windows are often called "stained glass windows."

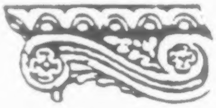


Lintel The piece of timber or stone that covers an opening and supports the weight above it.

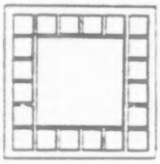


Mansard The classic mansard roof has steep sides broken by dormer windows. Named after the French architect, Francois Mansart, the mansard roof was a prominent feature of the Second Empire Style in the mid-19th century. (See "Cresting" for illustration.)

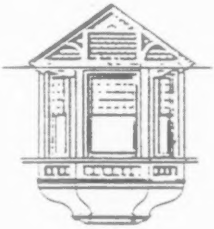
Modillion An ornamental horizontal block or bracket placed under the overhang of the cornice.



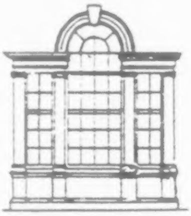
Mullions The strips inside the sash that divide a multi-paned window. Also called "muntins."



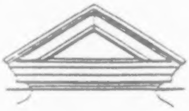
Oriel Window A bay window that projects from the wall of an upper storey and is carried on brackets, corbels, or a cantilever. The oriel window is often confused with the bay window. The difference is that a bay starts at the ground while the oriel begins above the first storey.



Palladian Window A window composed of a main window having an arched head and on each side a long, narrow window with a square head. Also called a Venetian window.

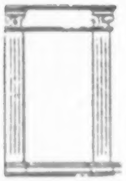


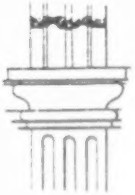
Pediment A wide, low-pitched gable surmounting the facade of a building in a classical style; also any similar triangular crowning element used over doors, windows and niches, usually triangular but may be curved.



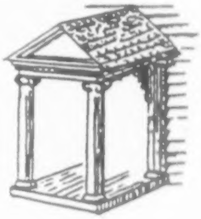
Pendant A hanging ornament, on roofs and ceilings, used extensively as a decorative feature in Gothic Revival architecture. (See "Bargeboard" for illustration.)

Pilaster A shallow pier attached to a wall; commonly used around doors and windows. Pilasters are often decorated to resemble classical columns and are generally fluted (with grooves and channels) or reeded (the opposite of fluted; a series of convexities like a bundle of reeds.)

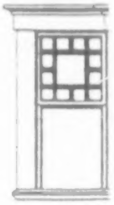




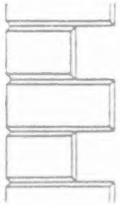
Portico A porch, entrance way, or walk consisting of a roof supported by columns.



Queen Anne Window The Queen Anne style house, popular in the last quarter of the 19th century, revived many features from the 18th century. One was the small glass window pane, but arranged in a different form and usually only on the upper sash.



Quoin The stones or bricks which form the corner of a building, often distinguished decoratively from the adjacent masonry.



Revival Architecture During the 19th century many historic styles from preceding centuries came into fashion. The first significant revival came in the early part of the century with the Greek style. As happened with the later Revival styles, the Greek Revival began with public buildings. They were in almost exact imitation of the ancient Greek temples. Thousands of domestic versions followed, incorporating some of the prominent features of this historic style.

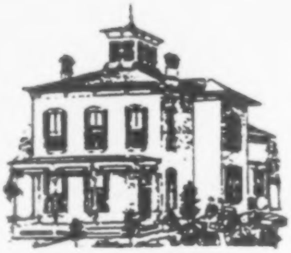
This style had a very long period of revival -- 1820 to 1860. There was an emphasis on columns and pilasters, from a small portico to the elaborate Southern version, as well as use of the triangular pediment.

Greek Revival

Popular from 1835 to 1860, Gothic was used for churches, civic buildings and houses— from small wooden cottages to stone houses. Sharply pointed gables, lancet windows, and wooden bargeboards with gothic motifs were all used to give a picturesque, medieval appearance.

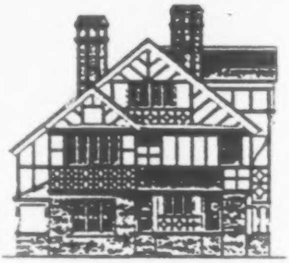
Gothic Revival

Originally inspired by the anonymous farmhouse architecture of the Italian countryside, the revival was popular here from 1845 to 1885. Features are: an asymmetrical arrangement of square shapes and lines, flat or low pitched roofs, heavy cornices with brackets and often a tower or belvedere.



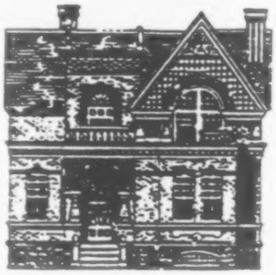
Italian Villa Style

The most popular style of all, the Tudor Revival continues today. Drawn from the 1500s Tudor period in England, its most prominent feature is half-timbering and often includes medieval windows and large chimneys. It was in great vogue in the late 1800s. Also called the Elizabethan style.



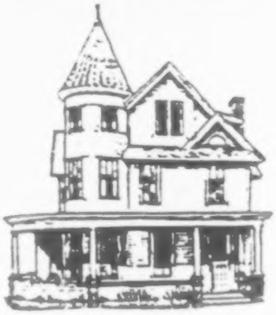
Tudor Revival

Popular from 1870-1900, Romanesque recalled the massive effect of stone buildings in the period before medieval Gothic. Houses in this style were stone or shingle, large and low, with many rounded windows and round arches. Chimneys were squat to keep the low, solid shape.



Romanesque Revival

The sparing use of classical decoration in architecture and furniture during the reign of Queen Anne (first decade of the 1770s) was the inspiration for this revival. Popular from 1875-1900, it actually was a conglomeration of Colonial features, medieval towers and windows, and large porches, arranged in an asymmetrical composition. Queen Anne houses have a great variety of shapes and textures as well as a wealth of ornament.



Queen Anne Style

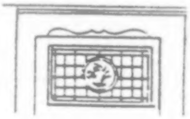
Interest in America's 18th century heritage was revived by the Centennial Exhibition of 1876. From 1890 to 1920 a great many houses were built that echoed the styles of the early English, Dutch and Spanish settlers. Some houses were built as exact replicas of the Georgian manor house or the Federal style, while most were, in size and shape, built in the earlier Victorian form with Colonial details (Palladian windows, columned porticoes, classical pediments, etc.)

Colonial Revival

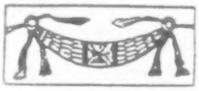
Sawn Wood Ornament Ornamental woodwork, popular in the Victorian era for trim on porches, eaves, fences. Often called gingerbread, scrollwork and fretwork.

Soffit The underside of any subordinate member of a building, such as the under surface of an arch, cornice, eave, beam or stairway. (See "Eaves" for illustration.)

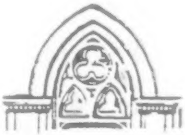
Stained Glass Window A window with a painted scene or words on the glass that is then fired onto the glass. Windows with just colored glass are often called stained glass, but a true stained glass window is more the product of the art of the painter than the glazier.

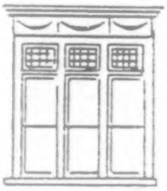


Swag A festive decoration of semi-loops with loose ends, similar to a swag of fabric. They are also called festoons, and when composed of flowers, called garlands. Swags in stone, wood or stamped metal were popular ornaments for the Queen Anne and Colonial Revival houses.



Tracery Delicate ornamental work consisting of interlacing lines, the intersecting of ribs and bars, as in rose windows and the upper part of Gothic windows.



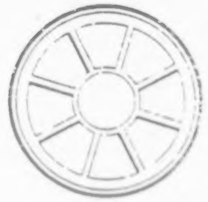


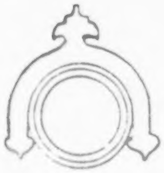
Transom Window Any small window over a door or another window, often containing stained or leaded glass.

Verandah A roofed open gallery or porch. The verandah was an important feature of the romantic, picturesque styles of A. J. Downing in the mid-19th century—the Italianate, Gothic Revival and Bracketed cottage. It remained a popular feature of American architecture throughout the 19th and early 20th century.

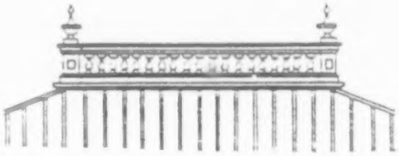
Victorian Term used to cover all the various kinds of houses and public buildings built during the reign of Queen Victoria—1837 to 1901. Although "Edwardian" is used in England to describe buildings in the first decades of the 20th century, here in America they are generally known as "turn-of-the-century." The styles popular in the latter part of the 19th century—Queen Anne, Colonial Revival, Stick and Shingle—continued to be built right up until the First World War.

Wheel Window Round windows with mullions radiating from the center, as in the spokes of a wheel. Also called Catherine-wheel. Those with tracery are generally known as Rose Windows, while the round window without tracery or mullions is known as an "oculus" or "oeil-de-boeuf"—Bull's Eye Window.





Widow's Walk A narrow platform on a roof, usually with a wooden balustrade. It was originally a feature of the early New England house with a view of the sea. Today it is often used to denote any small roof top with a balustrade or cresting.



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9-1

Natural Resources

Grade Level **K-12**

Class Periods **2**

Goals/Objectives/Student Outcomes:

Students will:

- **Understand the relationship between natural history and human history.**
- **Learn about the geological and topographical factors that influenced the history of any community.**
- **Understand the impact of topographical features on the settlement patterns in the United States.**
- **Understand the direct connection between natural resources and the products of everyday life.**
- **Learn about the technology involved in altering the landscape and the long-range effects of technological activity.**

Materials:

1. Maps of Iowa and your county from various periods.
2. Photographs and illustrations of natural features, flora, and fauna of your area.
3. Newspapers and magazines, old and new.
4. Geography textbooks, old and new.
5. Reports from the county conservation board.
6. Issues of the Iowa Conservationist, old and new.
7. Reports and studies from the Department of Natural Resources.
8. Advertisements for recreational and commercial uses of natural features.
9. Time to walk or drive throughout your community and surrounding area to observe the natural features and wildlife.
10. Lists of extinct and endangered species of plant and animal life.
11. Reports from the Iowa Bureau of Geological Survey.

Background:

There is difference of opinion about the origins and timing of the creation of the geological foundations of Iowa. No one disputes the variety of the landscape, however, and the different landform regions that can be identified in the state.

Much has changed on the Iowa landscape since the advent of human beings, especially in the last 150 years when technological changes have accelerated. Accompanying changes in Iowa's natural landscape have come changes in its wildlife. Some species of plant and animal life have become endangered and even extinct, while some introduced species have thrived.

Human activity—such as timbering, coal mining, hunting, fishing, plowing, contour and terrace farming, use of herbicides and pesticides, construction of bridges, dams, levees, and dikes, stream channeling, and the artificial impoundment of water—has changed both the landscape and the plant and animal life on it.

Construction of houses, roads and streets, industrial complexes, and commercial buildings also has significantly changed the face of the state during the last century and a half. All these changes also have meant changes in the lives of the people who live in the state.

Economic changes result when a natural resource is eliminated or reduced. The history of the changes on and to the land, and the resulting changes in the lives of the people, are integral parts of the history of Iowa.

Procedure:

This thematic lesson plan is intended to introduce this particular topic to students. The activities are intended to introduce students to the process of inquiry that can be applied to the study Iowa history. In many cases the same activities can be used to explore the topic in a variety of Iowa history time periods.

This lesson plan can also be used in conjunction with other topical areas in this curriculum. These thematic lesson plans underscore basic skills such as reading, writing, communicating orally, and collecting reference sources. Many of the activities will give students practice in using higher skills as in reading, writing, communicating orally, collecting reference sources and using a library; distinguishing between primary and secondary sources; using charts and timelines; and developing vocabulary. The teacher can introduce higher level skills through these activities such as collecting information from a variety of sources through observation and questioning; compiling, organizing, and evaluating information; comparing and contrasting; drawing conclusions or inferences from evidence; considering alternative conclusions; making generalizations; recognizing points of view; understanding how things happen and how things change; recognizing how values and traditions influence history and the present; grasping the complexities of cause and effect; developing a chronological sense; and understanding events in context.

Activities:

1. Walk or drive around your community to observe and note the natural features of the landscape.

2. List the natural landscape features that have been changed by human activity in your community.

3. Walk or drive in the countryside surrounding your community to observe and note the natural features of the landscape.

4. List the natural landscape features that have been changed by human activity in the surrounding countryside.

5. On a map of Iowa draw the geological landform regions.

6. Write a report on the geological origins of Iowa landforms.

7. Draw a picture or make a model of the geological layers of the earth in the area where you live.

8. Visit with your local conservation board and interview members about their priorities for preserving the natural landscape.

9. Write a report on human activities today that seem to change the natural features of the landscape most rapidly.

10. Write a report on the human activities that seem to have changed the natural features of the landscape most rapidly a hundred years ago.

11. Make a model of the impact of glaciers in creating the landscape in your area.

12. Walk or drive around your community and the surrounding countryside and keep a list of all of the birds, animals, reptiles, and insects you observe.

13. From the previous list, research each entry and note whether or not the species is native to the area or has moved from somewhere else.

14. Go to a natural area at daybreak and write a description of the sounds that you hear.

15. Go to a natural area just after dark and write a description of the sounds that you hear.

16. Walk or drive around your community and the surrounding countryside and keep a list of all plants observed.

17. From the previous list, research each entry and note whether the species is native to the area or moved in from somewhere else.

18. Visit a construction site and photograph the changes in the natural landscape that are caused by the construction.

19. Visit a natural stream in your community and take a sample of water from it. Set the sample in the classroom for 24 hours and note the sediment that has deposited.

20. Visit a natural stream in your community and note the color and smell of the water and the speed of the flow.

21. On a map of Iowa from 1850, note the courses of the rivers. Compare this with the courses of the same rivers on a recent road map of Iowa.

22. Find a native prairie grass or flower in your area. Study the biology of the native prairie grasses and flowers.

23. Find an example of a wetland area in your community. Study the role of the wetlands as a natural resource.

Assessment of Outcomes:

1. Write an essay about native and introduced plants, birds, animals, reptiles, and insects in your area. Why have the plants changed over time?

2. Write an essay about the appearance of the original landscape in your area, and how and why this has changed over time.

3. Make a bas-relief model of the topography of your county.

4. Draw a map showing the rivers and natural water features of your state.

5. Draw a map showing the highways and railroads of your county and note whether or not they follow features of the natural landscape.

Extensions and Adaptations:

Most of the activities listed under procedures can be easily adapted to meet the learning needs of most students at various ages. Many of the listed activities can be used as art, music, writing, math, or science projects. Be sure to draw on teachers within your school and resource people in your community. The folklife section of this curriculum provides a list of community resource ideas.

Resources:

Contact the Iowa History Resource Center at the State Historical Society of Iowa for a list of books, videos, organizations and ideas for studying Iowa history. Write to: Education Coordinator, State Historical Society of Iowa, 600 East Locust, Des Moines, Iowa 50319.

PRAIRIE Voices...

Landforms of Iowa

Grade Level 5-9

Class Periods 2

Goals/Objectives/Student Outcomes:

Students will:

- **Observe the landscape and landforms visible in their local area.**
- **Compare and contrast the various landforms of Iowa with the landforms in their own local area.**
- **List and define some of the common materials that make up their local landforms and other landforms in the state of Iowa.**
- **Understand how various processes shaped the landforms of the state.**
- **Be able to recognize some of the many landforms common in other parts of the state of Iowa when they travel.**

Materials:

1. Copies of the block diagrams of the seven landform regions in the state
2. Brief descriptions of the region without the names of the regions

Background:

In her book *Landforms of Iowa*, Jean C. Prior divided Iowa into seven regions based on the various landforms found in each region. Those regions include: the Des Moines Lobe, Loess Hills, Southern Iowa Drift Plain, Iowan Surface, Northwest Iowa Plains, Paleozoic Plateau, and Alluvial Plains. Each region has its own unique landforms and landscape formed by various processes.

Most of the landforms of Iowa were formed by water erosion or glacial erosion. Various geologic materials also have influenced the formation of the landforms. Let's look at each landform region separately. A copy of a map of Iowa from Landforms of Iowa showing the landform regions is included.

DES MOINES LOBE: Deposits and landforms on the Des Moines Lobe are the best examples of recent glacial erosion and deposition in the state. The Des Moines Lobe landforms formed during the last glacial advance into Iowa about 12,000 to 14,000 years ago. Since then, very little erosion and weathering have altered the original appearance of the Lobe. The Lobe formed when a "tongue-shaped" lobe of glacial ice advanced southward from Canada and Minnesota into central Iowa as far south Des Moines in Polk County.

The block diagram of the Des Moines Lobe landforms shows rough edges or end moraines, lakes and flat areas, with circular ponds or depressions. Most of the landscape is covered with glacial drift left behind by the glacier. Glacial drift is a deposit of boulders, gravel, sand, silt, and clay left behind by a glacier or by the streams and rivers that drained off the melting ice. In places boulders can be found along fences or in the fields. They are called erratics and were left behind by the glaciers.

Present day rivers that flow across the Lobe deposit sand and gravel layers called alluvium. Most of the land in this landform region is extensively farmed with crops like corn, soybeans, and oats. It is area of Iowa that best represents what non-Iowans might think of when they describe Iowa: relatively flat, dotted with farms, and lots of corn.

LOESS HILLS: The Loess Hills landform region is located along the west edge of Iowa. It formed periodically during the last 150,000 years. The word loess rhymes with bus.

Loess is windblown silt that was picked up by winds off the Missouri River valley floor during and between glacial advances and retreats. Loess is thickest along the west edge of Iowa and gradually thins as you go eastward toward central Iowa. Loess is deposited on top of older glacial drift and bedrock.

Streams and rivers have eroded valleys in the loess and deposited alluvium on their flood plains. There also are deposits of colluvium in the valleys. Colluvium is material that has slid or washed down to the bottom of a steep slope. One of the most unusual characteristics of loess is its amazing ability to retain steep, nearly vertical slopes. The landform region is characterized by steep-sided hills and ridges and tree-covered ravines or side valleys. Much of the land is used for pasture and grazing in this landform region.

SOUTHERN IOWA DRIFT PLAIN: This landform region is the largest in Iowa, and it is the one most often seen by people traveling across Iowa on I-80. The landscapes are characterized by gently rolling hills and valleys. They have been formed by hundreds of thousands of years of erosion and stream development on what was once a landscape similar to that in the Des Moines Lobe region.

Often trees or even forests grow in the valleys. Rivers, streams, or creeks at the bottoms of the valleys with their numerous upstream tributaries form a drainage pattern that looks like the branches of a tree. Underlying much of the region is a thin layer of loess, a thick layer of glacial drift, and finally bedrock of limestone, shale, and sandstone.

Alluvium is common on the flood plain of the region's drainages. Paleosols (ancient, buried soils) also are found in the region. This part of Iowa is farmed or often left for pasture land and grazing. It is a relatively dry region.

IOWAN SURFACE: The Iowan Surface is one of the most difficult regions to interpret geologically. Earlier interpretation suggested than the region was formed as a result of glacial deposition, but recent studies indicate that the region formed mainly due to intense erosion in a cold, tundralike climate.

The region is characterized by almost flat land, occasional long hills that early observers called "dolphin-backed hills," and rivers and streams. In the northern part of the region there are numerous sinkholes or depressions caused by the collapse of underground caves and caverns.

Glacial drift similar to that found in the Southern Iowa Drift Plain and limestone bedrock underlie the region, and loess remains on the tops of the elongated hills, which geologists call Paha after a Native American word that describes a hill.

Colluvium and alluvium are found on some slopes and along flood plains. Erratics (boulders moved by the glaciers from Canada and Minnesota) are common and sometimes very large. Most of the region is used for crop farming as in the Des Moines Lobe region.

NORTHWEST IOWA PLAINS: The Northwest Iowa Plains are the highest, driest, least tree-covered region in the state. It is characterized by a landscape that is similar to the Iowa Surface: flat to very gently rolling, with long parallel hills and subtle valleys. Trees are typically found only where planted around farmsteads or in some valley bottoms. Glacial drift underlies a thin layer of loess that covers most of the region. The region is dominated by crops and a few pastures.

PALEOZOIC PLATEAU: The contrast between the Paleozoic Plateau region of Iowa and all of the rest of the state is very obvious. This region has been called the "Switzerland of Iowa." Outcrops of solid bedrock (mostly limestone) are very common. Only a few scattered patches of glacial deposit exist in the region. Valleys are deep, steep, and make great scenic vistas as viewed from the uplands.

The bedrock that controls the shape of the land in this region formed in warm tropical sea floors between 300-500 million years ago. It forms the famous "bluffs" along the edge of the Mississippi River's flood plain. Caves are common and sinkholes or depressions often filled with water are found in portions of this landform region. Crop farming and pasture land is common in areas where the slope is not so steep or on valley floors.

ALLUVIAL PLAINS: This landform is located adjacent to the Mississippi and Missouri Rivers and other large rivers in the state. Characterized by landscapes developed by water erosion and deposition along a river's flood plain it is wide and flat, with features typical of a flowing river. Aluvium deposited by the river and glacial drift or bedrock underlie the region.

Procedure:

1. For several days prior to the activity have students make observations and descriptions of the landscapes and landforms surrounding their local area.

2. Form small groups of three or four students and ask them to create a list of words or phrases that describe the landscapes and landforms in their area.

3. Share the descriptions with the entire class and create a class list of characteristics of the local area.

4. Pass out the seven block diagrams and descriptions of each landform region and tell each group to try to pick the diagram that best fits the landforms and landscapes in their area.

5. Have a reporter from each group share the choice made by each group with the entire class.

6. Try to arrive at a class consensus as to which drawing and description best fits the students' situations.

7. Have students compare and contrast the similarities and differences between the seven landform regions in the state.

Assessment of Outcomes:

Put transparencies of each landform region on the overhead and have students try to name each region.

Extensions and Adaptations:

Ask students to contact relatives or friends living in other landform regions to learn more about life in other landform areas. Students can use mail, phone, or e-mail.

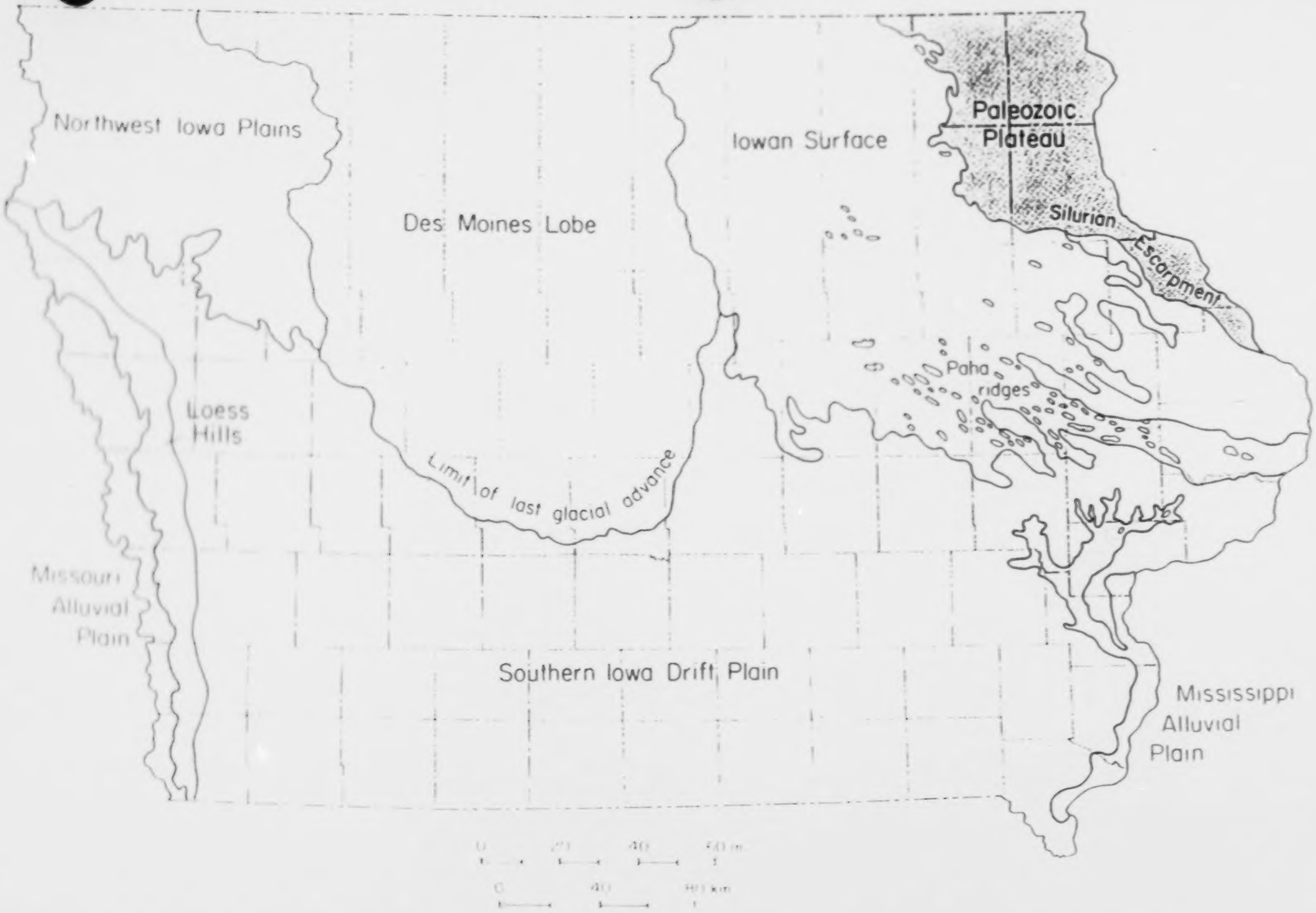
Have students photograph areas in their landform region that show the characteristics of their region and share the photos with others in the class or with other classes.

Students can use available resources to find stories about living in the various landform areas. Sources may include old newspaper stories, books, and interviews with older people who have lived in the area or who have moved from some other area.

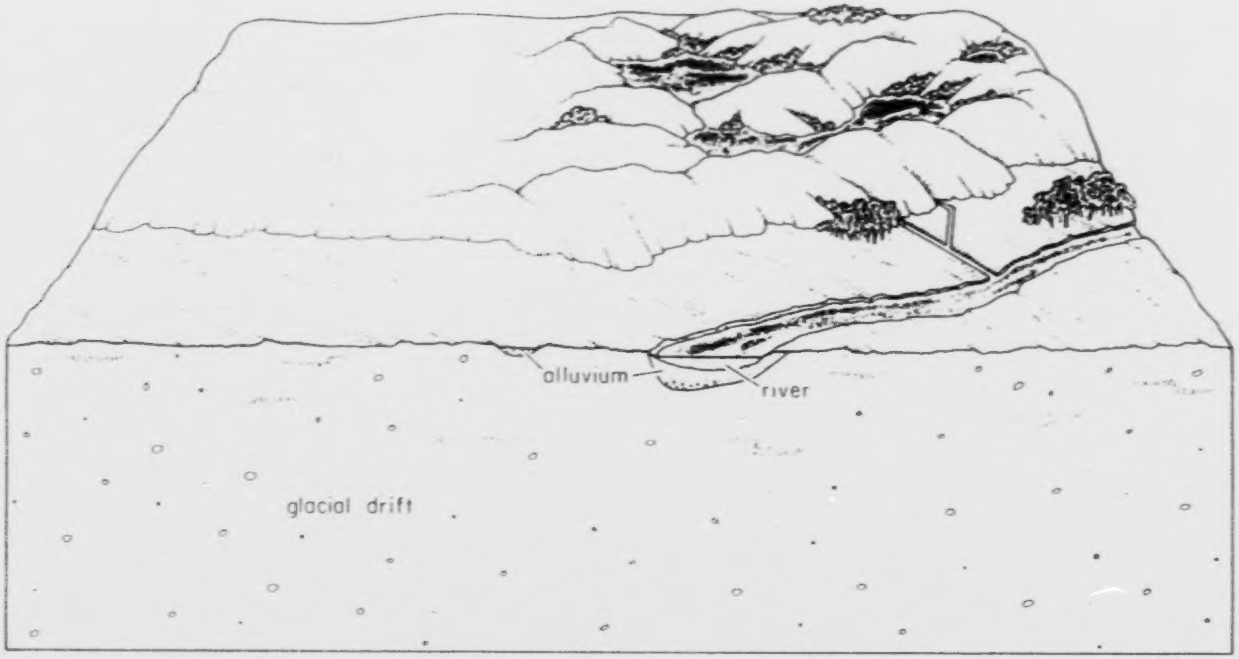
Resources:

Jean C. Prior. *Landforms of Iowa.* Iowa City: University of Iowa Press, 1991.

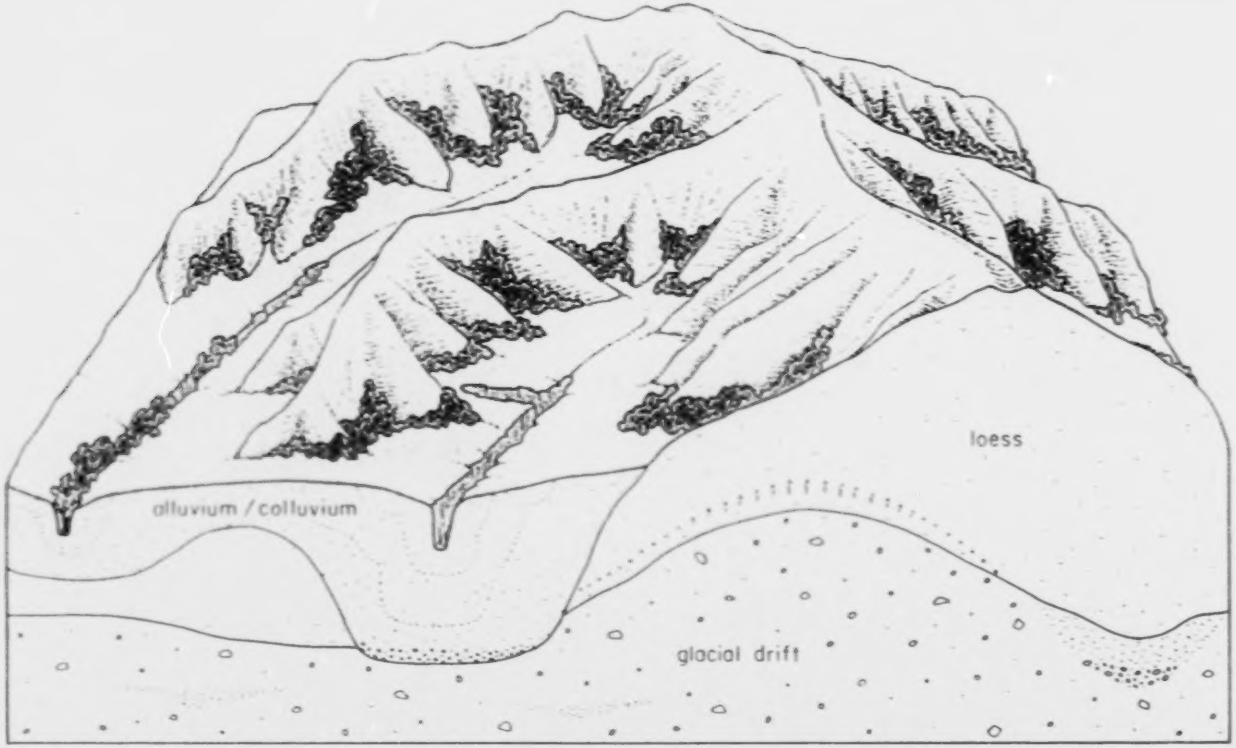
Iowa Public Television. "The Land Between Two Rivers." Video Series and Teacher's Guide.



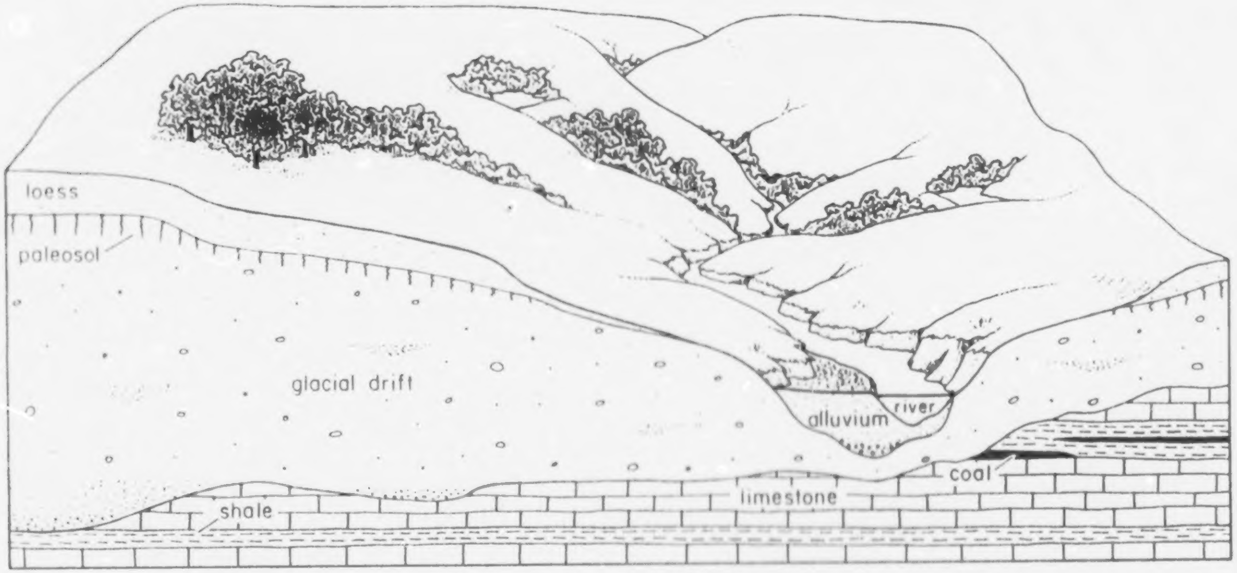
Landform Regions of Iowa



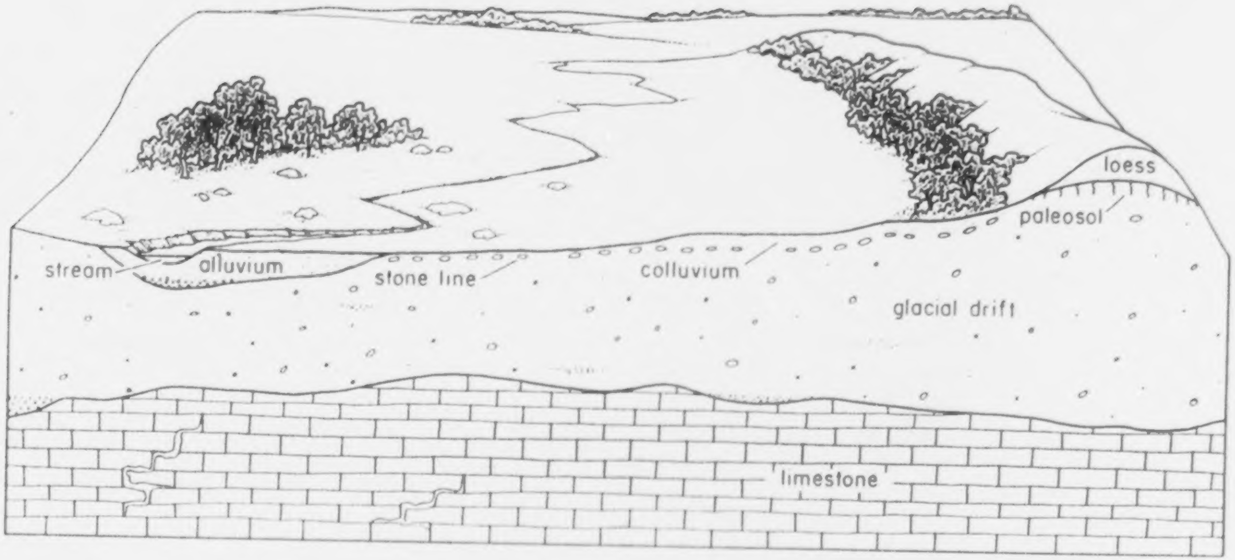
Des Moines Lobe



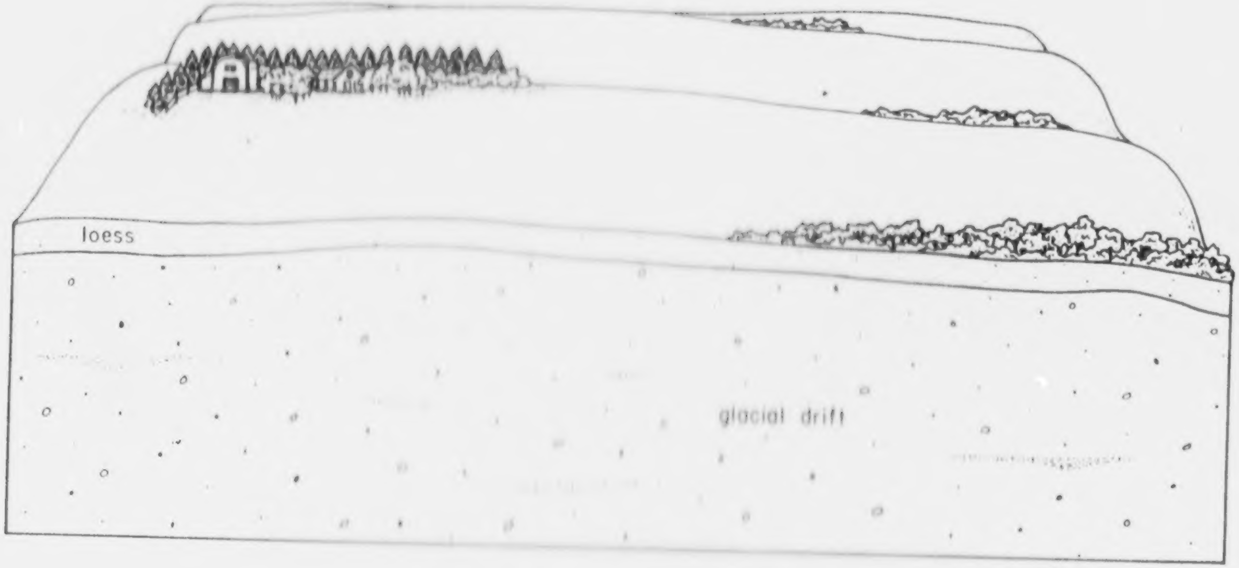
Loess Hills



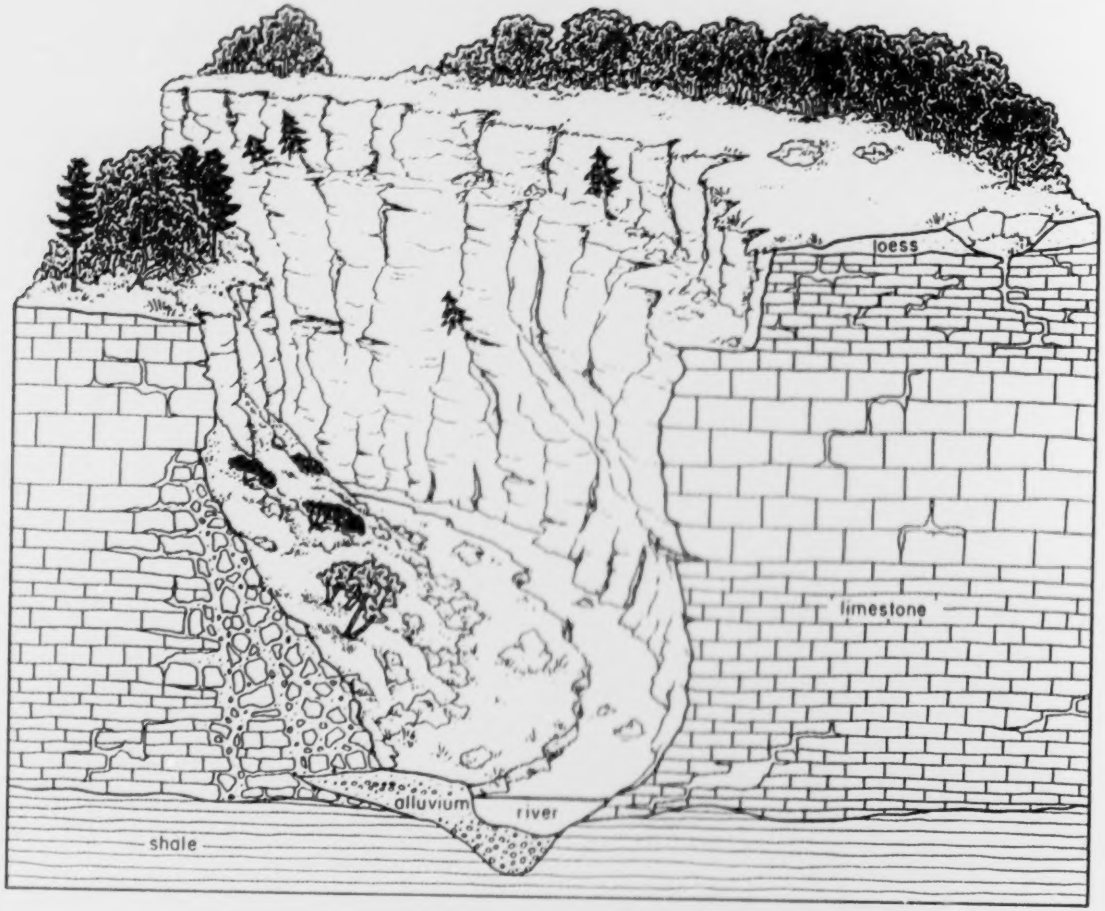
Southern Iowa Drift Plain



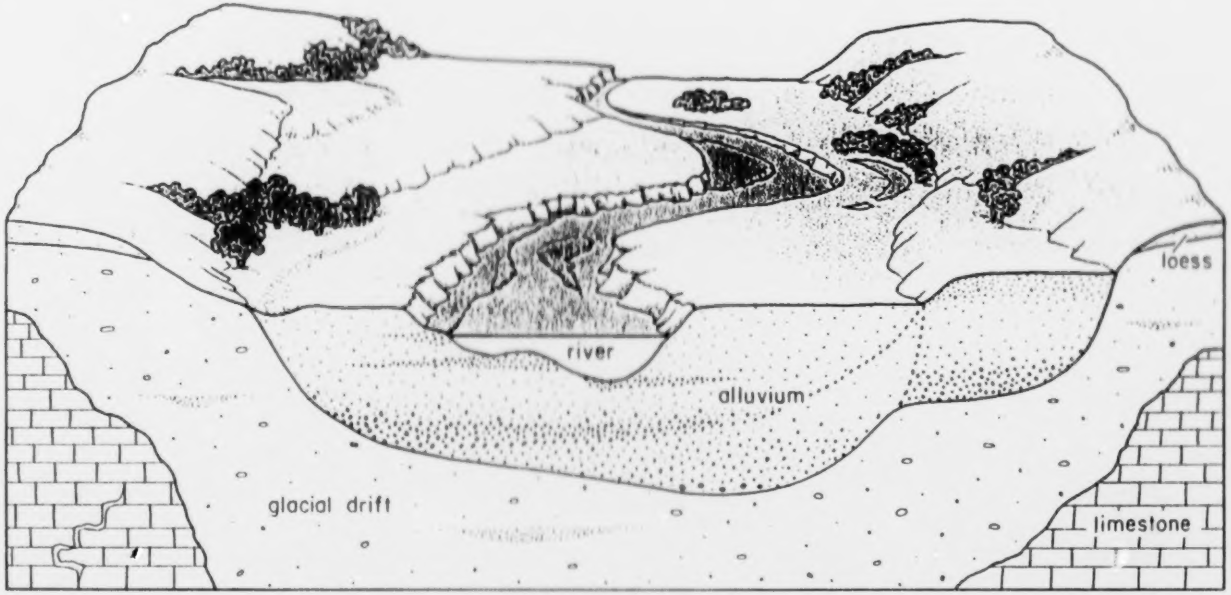
Iowan Surface



Northwest Iowa Plain



Paleozoic Plateau



Alluvial Plains

A MATCHING GAME OF IOWA RIVER NAMES

Match The Name Of Each River With Its Meaning

NAME

1. Panther Creek
2. Maquoketa River
3. Floyd River
4. Mississippi River
5. Skunk River
6. Medicine River
7. Nodaway River
8. Missouri River
9. Boone River
10. Blue Earth River

MEANING

A. Natives made paint from the blue soil along its shore.

B. Name of a tribe that lived in the area.

C. A member of the cat family that was killed nearby.

D. Native word for snake.

E. Lewis and Clark named it after Charles Floyd who died on their expedition.

F. The father's name was Daniel and the son explored Iowa in 1835 with Albert Lea.

G. Translation of chicaqua, a native word for smelly, striped animal.

H. Means spiritual power to Native Americans.

I. Native word for the great river.

J. Makwok means bear. Eteg means there are. Say the word together.

Answers: 1-C, 2-J, 3-E, 4-I, 5-G, 6-H, 7-D,
8-B, 9-F, 10-A

The Delicate Balance —
Iowa's Natural Resources

Grade Level **3-12**

Class Periods **2**

Goals/Objectives/Student Outcomes:

The student will:

- **Gain awareness of Iowa's natural resources the availability and continuous change of these resources his or her relationship to the environment**

The student will:

- **Recognize that Iowa's environment has changed over time**
- **Identify ancient and historic uses of Iowa's natural resources;**
- **See three habitats that settlers changed to make the land more economically productive;**
- **Explain ways in which we witness changes in our environment;**
- **Describe various state efforts to regulate and manage Iowa's natural resources**
- **Describe choices and their consequences in preserving Iowa's natural resources for future generations.**

Materials:

1. Topographical map of Iowa
2. Current magazines and newspapers
3. Examples of recyclable articles

Background:

While changes in nature are inevitable, human presence hastens these changes. We have created a dilemma for ourselves: our way of life depends on using natural resources, yet overusing these resources will make them unavailable to future generations. And so we must find a balance between our needs and the needs of the environment.

The bedrock of Iowa is represented by a stylized rock profile. Each of the layers depicts a particular time period and environment in Iowa's geologic history. The oldest rocks are on the bottom of the profile, with newer layers on top. The study of the rock's structure, composition, and fossils can tell us about the environments in which the rocks were formed. Environmental change is an on-going, natural process.

Iowa's oldest rocks are the pre-Cambrian era. They are composed of quartzite, a metamorphic derivative of sandstone. This would have formed on the edge of a sea, perhaps a beach or a sandbar. The Paleozoic rocks are composed of limestone, sandstone, coal, and shale. These developed in marine environments, along coastlines, and in swamps. During this period, Iowa was covered by warm, shallow seas. In the Mesozoic era the sea began to evaporate. Mesozoic deposits consist of limestone and sandstone. Gypsum, the result of this evaporation, is found around Fort Dodge. The Cenozoic era is the most recent. Iowa was covered by a series of glaciers. This glacial advancement and melting produced the state's hill, plains, and excellent soil.

Iowa rocks contain fossils that tell us about the environment in which they were deposited. Paleozoic rocks have remains of starfish, crinoids, sharks, leaves, and bark. Cenozoic rocks contain bones of giant ice age mammals such as mammoths and musk ox. These animals become extinct about the time humans arrived in the area. Humans have also left behind remnants of their lives. Some of these remnants were natural, and some were manufactured.

From the earliest inhabitants to the people of today, Iowans have found many uses for their available resources. Stones were chipped and shaped to form tools and pipes. Clay became pottery. Animal products such as hide, bone, and horn were fashioned into clubs, scrapers, clothing and ornaments.

Nineteenth-century settlers in Iowa found abundant resources in rivers, streams, and lakes. Water replaced human and animal power and was used as a source of energy for saw and grain mills. For instance, a waterwheel placed in a stream could run the mill. Because water provided transportation, boats and rafts became common sights on the waterways. The wealth of clams in the Mississippi provided the materials for pearl buttons, a major Iowa industry before World War I. And today, we use water for leisure activities like sailing, swimming, and fishing.

Rocks and minerals are also important resources. Limestone and dolomite, used as building materials, were quarried across Iowa. Gypsum from the Fort Dodge area became fertilizer and plaster products. Clay was turned into pottery, brick, and tile. Galena, a lead compound, was mined in the northeast corner of the state. Deposits of sandstone provided sand for glass factories in Keota and Iowa City.

Weathered rock produced Iowa's rich soils. In some areas of Iowa the soil is up to four feet deep. This resource has made the state a major provided of food for the nation and the world. Unfortunately, soil is rapidly eroding, and the loss of topsoil means fewer crops. Ultimately, this creates higher food prices and taxes. To slow erosion we may have to alter some of the ways we farm.

Deposits of coal formed in Iowa over 300 million years ago from decomposed plants. Coal mining was a major industry in the late 19th and early 20th centuries. Towns quickly grew around coal mines and thrived as long as the mines operated. Mines attracted immigrants and migrant workers. Coal mining was dirty, hazardous work, most miners left for work before sunrise and returned home after sunset. Sundays were often the only day they enjoyed sunshine.

In the 19th century, large fair—called expositions—were held to show off new products, machines, and ideas to the public. In Iowa, several "palaces" were built as showplaces for these innovations. The palaces were enormous, temporary buildings lined and decorated with the most important local product. There were corn palaces in Sioux City, flax palaces in Forest City, blue grass palaces in Creston, and a coal palace in Ottumwa.

A century ago there were about one thousand mills along Iowa's rivers and streams. The Pottawattamie Mill was built in the 1840's on Mosquito Creek, near Council Bluffs. The dam slowed the current, forcing some of it to flow against the huge, wooden waterwheel. The turning wheel provided energy to run the saw (under the small roof). The saw cut rough logs into boards for building houses, stores, and furniture.

Clam shells were common along the Mississippi. In the 19th and early 20th century they were used in Iowa to make pearl buttons. A Native American carved this shell as a neck ornament depicting a rattlesnake body with a cat's head. It's 3,000 years old and was found in Jones County.

During the 19th century, settlers arrived in Iowa and began to take advantage of the plentiful resources. This development slowly diminished the habitats available to our plants and animals, many of which had to adapt to new habitats. Those that failed to adapt became extinct.

Iowa's woodlands provided settlers with opportunities for lumbering and farming. From the uplands of the northeast to the southern hills and the stream valleys, forests once covered some 6 million acres—about 15% of Iowa's total area. Working with saws and axes, settlers used the skills they had learned back east to clear the land for cultivation. The timber they sent to the sawmill became fence posts, railroad ties, and lumber for houses. With the loss of forest land there was also the loss of many animals, including elk, black bear, panther, porcupine, and timber wolf. Today an estimated 1.5 million acres of trees remain in Iowa.

When the last glacier retreated from Iowa thousands of years ago, it left a smoothed landscape with small depressions. These filled with water, becoming the lakes, marshes, sloughs, and seasonal potholes that once dotted the land from Des Moines to the Minnesota border. The Swamp Act of 1853 encouraged the use of drainage ditches and tiles to drain the wetlands to make farmlands. At that time a marsh was often considered a wasteland because it was unable to yield crops. In the 1840s over a million acres of wetlands existed. Today only 30,000 acres remain. But now some wetlands are protected, and animals, including beavers, river otters, and giant Canadian geese, have been reintroduced into their native habitats.

In the mid-19th century nearly 30 million acres of tall grass prairie stretched from Iowa's eastern forests to the Missouri River. It was an area of gently rolling hills covered with a variety of grasses and flowers, with trees along rivers and lakes. These grasses—like big blue stem, little blue stem, side oats gramma, and Indian grass—grew up to six feet high. Mixing with these grasses were flowers such as golden rod, compass plant, blackeyed Susan, and milkweed. The development of the steel plow blade enabled settlers to quickly turn the prairie into farmland. This destroyed the habitat for buffalo, coyote, and prairie chicken. Today only a few scattered remnants of prairie survive across the state.

The environment changes in response to natural forces and human choices. These changes often happen so gradually that they escape our notice. Through our memories and those of others we can document and reconstruct the environmental change.

Wildlife is an economic resource, providing food, clothing, and sport. Game is harvested by the hunter just as corn is by a farmer. In some cases the over-harvesting of a species led to its extinction (like the passenger pigeon) or near-extinction (like the buffalo).

Iowa's environmental attitudes are expressed in laws that regulate, manage, and encourage the wise use and appreciation of the state's natural resources and wildlife.

As more people settled here and adapted the land to suit their needs, many natural habitats disappeared. Some people grew concerned about this and lobbied for legislation to protect and regulate our resources. Creating our state symbols was one way of focusing on our natural resources. The geode is our state rock, the oak our state tree, and the wild rose our state flower. These symbols represent things native to Iowa, that if protected will remain in Iowa.

What has been done to protect Iowa's wildlife? Efforts include identifying endangered species, "Chickadee Check-Off," regulating hunting seasons, establishing daily limits, and requiring hunting licenses. In addition, state game preserves were created to set aside land where hunting of animals is forbidden.

The Department of Natural Resources (DNR) was established in 1987 to combine under a single administration the State Conservation Commission; Geological Survey; Water, Air and Waste Management; State Preserves Board; Energy Policy Council; and the Department of Environmental Quality.

In the years after Iowa became a state, its population grew rapidly and water became a valued resource. As early as 1851 laws were enacted to stop people from polluting streams and ensure the purity of drinking water. This concern continues today with a variety of laws monitoring public water supplies and protecting surface and ground water.

Other legislation shaped how our state uses its land. In 1855 a geologic survey determined the economic potential of Iowa's rocks and mineral. Tax breaks were given to those who preserved wooded areas and planted orchards. New state agencies were created to manage waste, resources, and state parks. These efforts show Iowans' appreciation for their environment. Because this legislation residents and visitors may enjoy Iowa's lakes and parks and still view wildlife in its native habitat.

Pope John Paul II during his 1979 visit to Iowa said that those "who live in the heartland of America have been entrusted with some of the earth's best land, the soil so rich in minerals, the climate so favorable for producing bountiful crops, with fresh water and unpolluted air available all around you. You are the stewards of some of the most important resources God has given to the world. Therefore, conserve the land well, so that your children and generations after them will inherit an even richer land than was entrusted to you." Each of us is a steward of Iowa, responsible for protecting our resources for the future. And that includes using our resources wisely.

There is growing concern about the quality of our drinking water. There is growing concern about the pollution from farm chemicals. This concern has sparked new programs and new methods designed to decrease pollution and improve the ways in which we use our resources. But chemical pollution is not limited to farms. Many common household products are also hazardous to the

continued

environment. Making people more aware of these toxic products and teaching them how to properly dispose of them will alleviate some of the problems.

Many of our pollution problems can be controlled through the everyday decisions we make. These choices are not simple. The Delicate Balance offers an example of such a choice—whether to use cloth or disposable diapers. While disposable diapers are more convenient they are also a hazardous waste. But cloth diapers also present problems. Detergents, which may pollute our water, must be used to clean them. Which is the best choice? Choices like this affect our environment for better or worse.

Vocabulary:

Conservation: The controlled use or systematic protection of soil, forest, wildlife and other natural resources.

Ecology: The study of the relationship between living things and their environment.

Environment: The external physical conditions that influence the growth of a living thing.

Erosion: Natural processes—like wind and rain—that wear away the earth's surface.

Habitat: The natural environment of a plant or animal.

Naturalist: A person who studies the thinks of nature, especially plants and animals.

Organic: Produced without artificial fertilizers or pesticides; using fertilizers made only of animal or vegetable matter.

Pesticide: A substance used to kill harmful or destructive plants, animals, and insects.

Pollution: The contamination of soil, water, or the atmosphere by harmful substances.

Recycle: To convert waste material into a form in which it can be reused.

Resource: An available supply of natural materials that can be used by people when needed.

Toxic Waste: Harmful, destructive, or deadly garbage.

Procedure:

1. Begin a class discussion by asking some of these questions. After each question some suggested answers are given. Urge your students to expand on these answers.

Q. Water is one of our most important resources. What do we use water for?

A. Drinking, Plants, Housework, cooking, bathing, power.

Q. By observing the natural world we can learn many lessons. For instance, what helps us tell time or predict the weather?

A. Time: season, sun, moon, stars, Weather predictors: ground hogs, fuzzy caterpillars, beaver house, clouds, sun.

Q. People often use "nature" terms in everyday speech. Can you think of any you and your friends and family use?

A. Busy as a beaver. Right as rain. Shaking like a leaf. Old as the hills. It's all down hill from here.

Q. What are the positive and negative aspects of urban development — like shopping malls or housing developments?

A. *Positive:*
- Shopping is more convenient.
- People will drive less to go shopping and therefore save fuel.
- The mall provides entertainment.
- People need housing and like peaceful areas to escape to.

Negative:
- Animal and plant habitats are destroyed.
- Malls create noise, pollution, and use resources.
- Related businesses are built near the mall that also use more resources.

Q. Make a list of things that can be done to protect our resources. Which of these can be done by you, your family, and your friends?

A.
- Recycle cans and papers.
- Use the minimum amount of water necessary for cleaning.
- Only run full loads in the washing machine.
- Use low wattage light bulbs.
- Combine auto trips to stores and walk when possible.
- Use only cleaners that are environmentally safe/
- Recycle used car oil and batteries.
- Keep your yard and neighborhood litter-free.
- Use public transportation such as the bus.
- Plant a tree or other plants.

2. These are suggested themes for student research. To explore the themes, use the Resource List at the end of this guide. The themes can be presented in a oral report or a written research paper. Students could be encouraged and given class time to present their findings in more creative form by making their own documentary on video or through a slide show.

Choose an era from Iowa's geologic past (Pre-Cambrian, Paleozoic, Mesozoic, or Cenozoic). Write a report about the animals that lived then. Describe the environment.

Find out what types of rocks are found in your county. If you need help, ask your county conservation board. What are the economic uses for the rocks? Include a rock profile (sometimes called a stratigraphic column) for your area.

Make a report on one of the featured economic resources—such as water, soil, coal, or rocks and minerals. Find out where they are located, how they are obtained, and what is procured form them. Describe the history of their use.

Choose any of the three habitats: prairie, woodlands, and wetlands. Investigate the habitat's environment, and find out about its soil, plants, animals and food chains. How does the habitat keep itself in balance? What happens if that balance is disturbed?

Many environmental-related laws have been enacted. The early laws were designed to protect people form the environment. The later ones protect the environment from people. List some of these later laws (such as the 5-cent bottle law and the laws that require hunting and fishing licenses). How are these laws related? How did they develop? Who was involved in promoting them? What effects did they have? How are then enforced.

Read your local newspaper or national news magazine (such as *Time* or *Newsweek* and look for articles on natural resources, and their management and protection. What concerns are expressed and by whom? What solutions are presented? Do you feel they are practical? Are they solutions that affect you? How can you help?

Assessment of Outcomes:

Research findings can be presented in written or oral form through panel discussions, research papers, video, "you-are-there-on the scene" report, slide presentation, display, or bulletin board.

Extensions and Adaptations:

1. Plan a class field trip to a quarry or other area of rock outcrops. Ask your county conservation board for suggestions. Look for fossils, and bring along books for identifying them. Talk about the kinds of environments they might have lived in.

2. Using an outline map of Iowa, identify and sketch the areas of prairie, marsh, and woodlands. Make symbols for the following economic materials and place them at the appropriate locations on the map; clay, limestone, gypsum, galena, (lead), sand, and coal.

3. Make a drawing or painting of a wetland, prairie, or woodland.

4. Visit an art museum or look at art books to see how various artists represent natural environments. Compare art work from different time periods. How does this reflect attitudes toward nature?

5. Write a story or poem about changes you have witnessed (such as the construction of a building on the edge of town). As a class, make a booklet out of the writings and illustrate them.

6. Interview your family members. Ask them to describe how their local area has changed during their lifetime. Compare your findings in class.

7. Make a list of animals that have become extinct—both in Iowa and in the U.S.—during the past 150 years. Why have they become extinct? Other animals that were hunted to near extinction managed to survive and are now being reintroduced. Which animals? See the attached listing for a start.

8.Investigate the procedure for developing environmental legislation. Have any of your public officials been active in promoting local, state, or federal legislation?

9. Plan a campaign on an environmental concern affecting your region. Select one group to support regulation and management of the resource, and another group to oppose such actions. Draw poster, give speeches, and try other methods to win support for your point of view.

10. Take a walk around your school or neighborhood. Are there any places still in their natural state? What do people use in their yards that creates a "back-to-nature" look?

11. Visit one of the following museums to learn more about Iowa's natural history and resources: Putnam Museum, Davenport; University of Iowa Museum of Natural History and Science, Waterloo; UNI Museum, Cedar Falls; Sanford Museum and Planetarium, Cherokee; and Sioux City Public Museum.

12. Plant a tree at your school

13. Spend a day and a night without electricity. Which of your usual activities are difficult to do without electricity? How did you have to adapt your habits?

Resources:

These materials will help you find out more about Iowa's "delicate balance." Next to each listing are locations where the material can be found. (SHSI stands for the State Historical Society of Iowa; AEA is Area Education Agency).

Books and Articles: 4th-8th Grade

"Iowa's Incredible Exposition Palaces." *The Goldfinch*, Vol. 6, No. 1 (October 1984). (SHSI, School library) Includes an article on the Ottumwa coal palace.

"Life on the Iowa Prairie." *The Goldfinch*, Vol. 7, No. 2 (November 1985). (SHSI, School library) Description of prairie habitat, settlement, and changes.

"Labor in Iowa." *The Goldfinch*, Vol. 10, No. 3 (February 1989). (SHSI, School library) Life in the coal mines is described.

"Natural Resources." *The Goldfinch*, Vol. 5, No. 3 (February 1984). (SHSI, School library) Use of resources by early inhabitants, air and water pollution, Ding Darling, soil, and minerals.

"Rivers in Iowa." *The Goldfinch*, Vol 6, No. 4 April 1985. (SHSI, School library)

Rivers as a resource for power and navigation, river habitats, and changes over time.

Books and Articles: Grades 9-12

Bennet, H. Arnold. "Fish and Game Legislation in Iowa." *Iowa Journal of History and Politics* 24 (1926): 335-444. (SHSI, Public Library) Development of needs for fish and game protection, including development of Fish and Game Department.

Berry, William. "The Influences of Natural Environments in North Central Iowa." *Iowa Journal of History and Politics* 25 (April 1927) (SHSI, Public Library) Life on the Iowa prairies.

Bowles, John Bedell. "Iowa's Mammal Fauna: An Era of Decline." Proceedings of the Iowa Academy of Sciences 88 (1981): 38-42. (SHSI, Public Library) Species decline and extinction since settlement.

Brown, Joseph K. "Althea Sherman." *Iowan* 21 (Spring 1973): 5-9. (SHSI, Public Library) A prominent ornithologist and native of National, Iowa.

Dick-Peddie, William A. "Primeval Forest Types in Iowa." Proceedings of the Iowa Academy of Science 60 (1953): 112-116. (SHSI, Public Library) Taken from surveyors notes of three eastern counties during 1836-1859.

Gwayne, Charles S. "Quarrying in Iowa." *Palimpsest* 38 (1957): 177-204. (SHSI, Public Library)

continued

Iowa's Natural Heritage. Edited by Tom C. Cooper. Iowa Natural Heritage Foundation, 1982. (SHSI, Public library, School library, AEA 1, 7, 9, 10, 14) Various articles on Iowa natural history, excellent photographs.

Leopold, Aldo. *A Sand County Almanac*. Oxford University Press, Inc., 1966. (Public Library, School library) Depicts a farm in Wisconsin owned by Aldo Leopold.

Madson, John. *Where the Sky Began: Land of the Tallgrass Prairie*. Boston: Houghton-Mifflin, 1982. (Public Library, School library) History of the prairie, focusing on Iowa.

Righter, Miriam. *Iowa City Glass*. Wallace-Homestead, 1966. (Public library, School library, AEA 10) Iowa City Flint Glass Manufacturing Co., 1880-1882.

Troeger, Jack Clayton. *From Rift to Drift: Iowa's Story in Stone*. Ames: Iowa State University Press, 1983. (Public library, School library, AEA 1, 2, 10, 14) Iowa geology for non-scientists, humorous in places.

Books and Articles: Adult

Bonney, Margaret. *Land Between Two Rivers Part Two: A Guide For Teachers*. Johnston: Iowa Public Television. Material for use in conjunction with the TV series.

Buxton: Work and Racial Equality in a Coal-mining community. Ames: Iowa State University Press, 1987. Buxton was unusual in its degree of racial equality.

Global Climate Change: Implications for Energy Policy in Iowa. Iowa Department of Natural Resources, 1989.

Groundwater Primer for Iowa Issues. Department of Natural Resources, 1989

Gwayne, Charles S. "B.H. Beane and the LeGrand Grinoid Hunters." *Annals of Iowa* 35 (1961): 481-90. (SHSI, Public library) Discovery of part of the geologic history of Iowa.

Iowa Soil: Digging Deeper, A Third Grade Unit on Soil. Iowa City: University of Iowa, 1985 (Iowa Hall) Developed for visit to Iowa Hall.

Iowa On The Move: A Fourth Grade Geology Unit. Iowa City: University of Iowa 1985. (Iowa Hall) Developed for a visit to Iowa Hall.

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Coming Heritage. (Video Recording) Iowa Public Broadcasting Network, 1979. 30 min. teachers guide. (AEA 1, 2, 5, 7, 9, 10, 11)

Ding Darling, Aldo Leopold and Wood Ducks. (Video recording) Iowa Public Broadcasting Network, 1980, 30 min. (AEA 12)

4-H/Ding Darling Project (Kit — Includes one sound filmstrip, poster, and computer program) Heartland AEA 11, 1983. (AEA 1, 9, 11)

Iowa Coal (16mm film, color). Iowa State University Film Production Unit, 1977. 20 min. (ISU, 1, 7, 11, 14))

Iowa Wildlife Series (Video Recording) Iowa Public Broadcasting Network, 1980. 30 minutes. (AEA 10, 12, 14)

Iowa's Black Gold. (Filmstrip) Heartland AEA Media Center, 1981. 70 frames, audiocassette; teachers guide. (AEA 9, 10, 11, 12, 14)

Iowa's Prairie Heritage. (Filmstrip) Heartland AEA Media Center, 1980. 75 frames, audiocassette; teachers guide (9, 10, 11, 12, 14)

Iowa's Precious Water. (16mm film) Iowa State University Media Resources, Film Production Unit, 1978. 29 minutes (AEA 1, 5, 7, 9, 10, 12)

Land Between Two Rivers: Series 1 and 2. (Video recording) Iowa Public Television, 60 min. (AEA 1, 2, 9, 12, 14)

Last Pony Mine (Film, color) Iowa State University, 1971. 23 min. (Supplementary material: *Iowa's Coal Mining Heritage*) (State Library, AEA 1, 2, 5, 7, 9, 11, 12)

A Sand County Almanac (Film, color), 1979. 15 min. (State Library)

A Matching Game of River Names

Can you match the Iowa river names with the meanings behind those names?

Name	Meaning
1. Panther Creek	A. Natives made paint from the blue soil along its shore.
2. Maquoketa River	B. Name of a tribe that lived in the area.
3. Floyd River	C. A member of the cat family was killed nearby.
4. Mississippi River	D. Native word for *snake*.
5. Skunk River	E. Lewis and Clark named it after Charles Floyd, who died on their expedition.
6. Medicine River	F. The father's name was Daniel. The son explored Iowa in 1835 with Albert Lea.
7. Nodaway River	G. Translation of *chicaqua*, a native word for a smelly, striped animal.
8. Missouri River	H. Means *spiritual power* to Native Americans.
9. Boone River	I. Native word for *the great river*.
10. Blue Earth River	J. *Makwok* means *bear*. *Eteg* means *there are*. Say the words together.

Answers:

1-C 2-J 3-E 4-I 5-G 6-H 7-D 8-B 9-F 10-A

Threatened & Endangered Species in Iowa

Mammals

Bobcat, Grasshopper Mouse, Indiana Bat, Least Shrew, Plains Pocket Mouse, Red-Backed Vole, River Otter, Spotted Skunk, Woodland Vole.

Birds

Bald Eagle, Burrowing Owl, Common Barn Owl, Cooper's Hawk, Double-Crested Cormorant, Henslow's Sparrow, King Rail, Least Tern, Long-Eared Owl, Northern Harrier, Peregrine Falcon, Piping Plover, Red-Shouldered Hawk, Short-Eared Owl.

Fish

American Brook Lamprey, Black Redhorse, Blacknose Shiner, Bluntnose Darter, Burbot, Chestnut Lamprey, Freckled Madtom, Grass Pickerel, Lake Sturgeon, Least Darter, Orangethroat Darter, Pallid Sturgeon, Pearl Dace, Pugnose Shiner, Weed Shiner, Western Sand Darter.

Reptiles & Amphibians

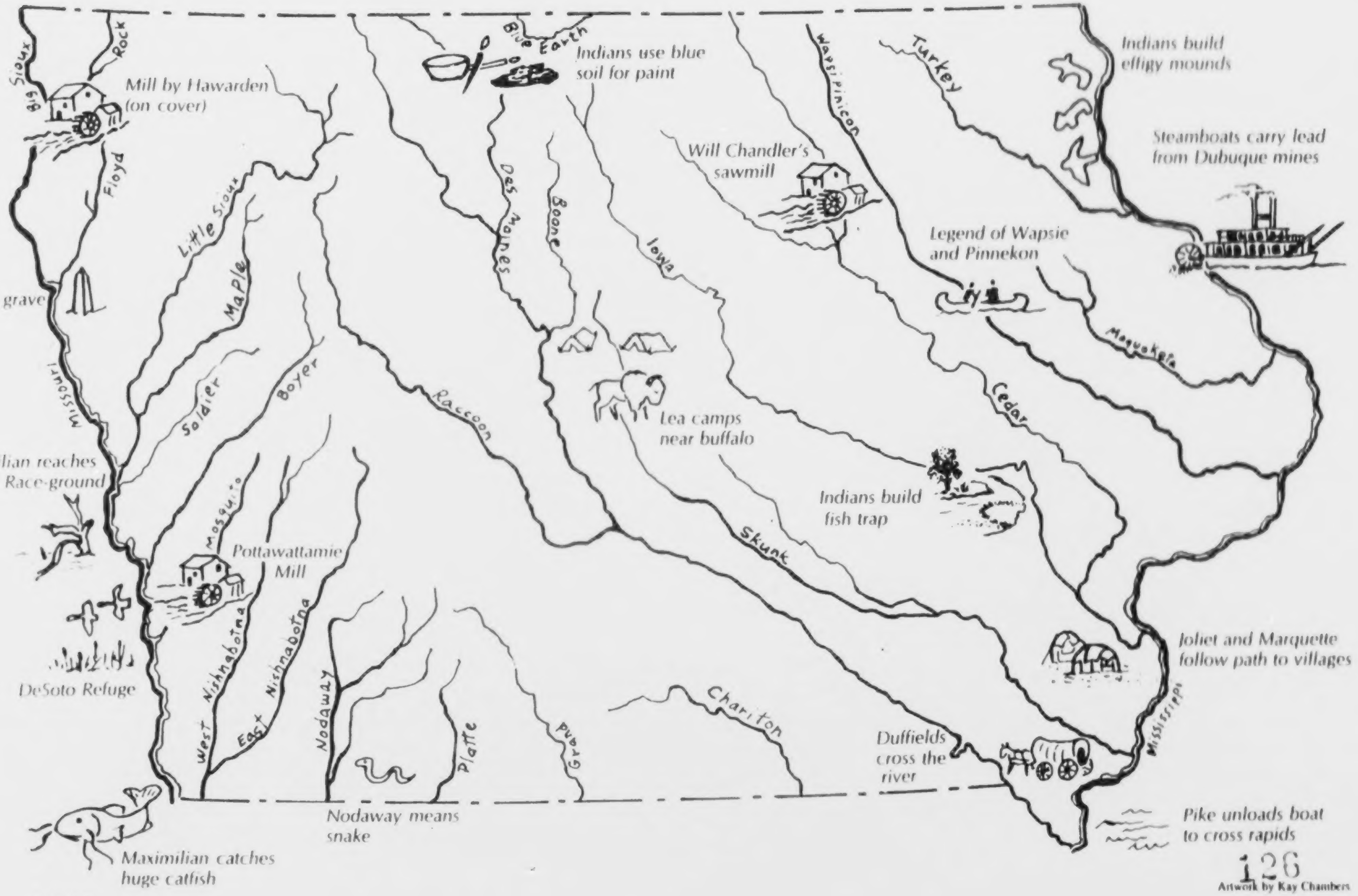
Blue-Spotted Salamander, Central Newt, Copperhead, Crawfish Frog, Diamondback Water Snake, Earth Snake, Great Plains Skink, Masasauga, Mudpuppy, Yellow Mud Turtle, Ornate Box Turtle, Prairie Rattlesnake, Slender Glass Lizard, Speckled Kingsnake, Stinkpot, Western Hognose Snake, Yellow-Bellied Water Snake.

Butterflies

Baltimore, Bunch-Grass Skipper, Dakota Skipper, Dusted Skipper, Mulberry Wing, Olympia Marblewing, Silvery Blue, Swamp Metalmark.

Source: Iowa Department of Natural Resources

This map shows many of Iowa's rivers. Find where the stories in the Goldfinch happened. What would you add to the map to show more river history?



Artwork by Kay Chambers

Name it, paint it, shape it

First come, first name

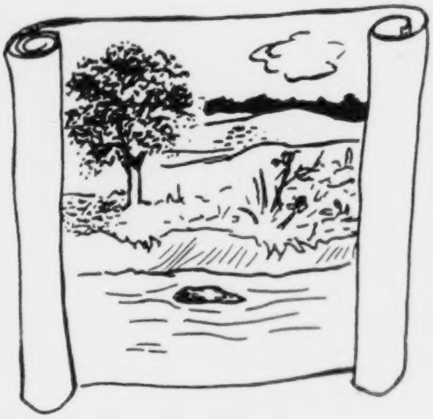
Most of us never get the chance to name streams or rivers. The first people to explore or live near them usually named them. They often chose names of people, animals, or plants that lived in the area, or called them after events that happened nearby.

Pretend that none of the creeks, streams, or rivers near your home have names yet. You can name them whatever you like. You might name them after people (even yourself!) or after something that happened there once to you (like "Thin Ice Creek").

Draw a map of the waterways and the new names you have chosen. Do the old names still describe the waterways? For example, do maple trees still grow along Maple Creek? But instead of renaming it "Tin Can Creek" (even if that's how it looks), perhaps you and your parents could organize a clean-up of the creek.

Artwork by Kay Chambers

Paint a panorama



In the 1850s Europeans—without ever leaving Europe—could watch the Mississippi River roll by in front of them. They were watching Henry Lewis's moving *panorama*.

Henry Lewis was an American artist who painted the entire Mississippi onto a roll of canvas 12 feet high and three-quarters of a mile long. He showed the panorama to audiences in America and Europe. As he unwound the canvas from one roller to another, the audiences saw scenes of riverboats, Indian villages, bluffs, and towns—from Minnesota to the Gulf of Mexico.

Make your own panorama of a river or creek near your home. Cut an old white bedsheet into strips about two feet high, and sew them together. Use acrylic paints. They work best on cloth. (Instead of cloth you could use paper that comes on a roll. Ask at your butcher shop or art shop. Draw the scenes with felt markers or other paints.) Use cardboard tubes from gift wrapping paper for the rollers.

Make a salt dough map

The map on the opposite page shows some of the river history from this *Goldfinch*. Choose your favorite part and make a salt dough map of that area.

You will need a large piece of wood or cardboard and a lot of salt dough. (Use the recipe on the right to make the salt dough.) Pat the dough onto the board to form the land. Mound the dough into hills or bluffs, and scoop out the rivers and streams.

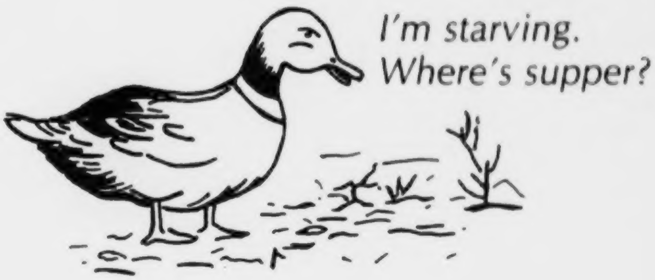
Then fill in the details. For the Missouri River you could use sand and twigs to show the sandbars and snags that made the river so treacherous. Use pieces of gravel for the Des Moines Rapids on the Mississippi.

Use your imagination and whatever you can find to show the history of the river. How could you show the *Bertrand* sinking? How could you show Albert Lea's description of his campsite near the Skunk River (on page 5)?

Salt Dough
2 cups flour
1 cup salt
Mix. Add
water slowly.

What happened to the water?

HAVE THE RIVERS changed since the explorers canoed up and down them? Yes, they certainly have. Some of the changes are from people *using* the rivers. Some of the changes are from people *abusing* (or harming) the rivers. The changes have been the hardest on the animals, fish, and fowl that live in Iowa. Let's look at some of the changes.


I'm starving.
Where's supper?

It's so murky down here. I can't see a thing.

Slow water

Iowans have built dams on the Mississippi and some smaller rivers. The dams have many purposes. They help control the water when floods occur. They hold back or save water if a drought, or dry season, is expected. They turn the energy of the running water into electricity for communities. They make the water deep enough for boats to travel easily.

But when you build a dam, you control the speed of the water flowing through it. The water slows down and becomes *murky* (or not clear). Fish that find their food by touch or taste can live in murky water. But some kinds of fish search for food with their eyes. And other kinds of fish need fast-flowing water. These kinds can no longer live in rivers with many dams, like the Mississippi.

No water

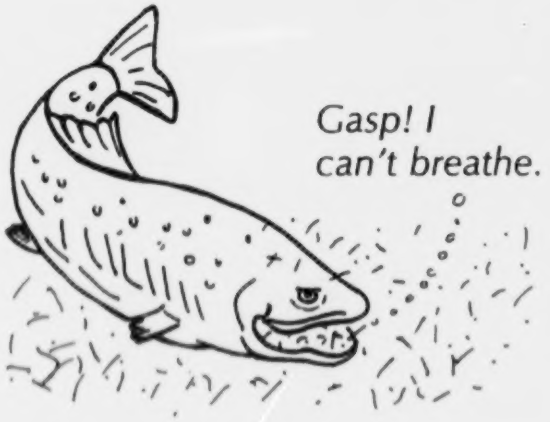
The Missouri and Mississippi valleys are important routes for migrating waterfowl each spring and fall. Along the rivers there once were many marshes where the birds could nest and find food. Years ago, 7 to 10 million ducks stopped on the Upper Mississippi, but now only about half a million do. People have drained the marshes that attracted the wildlife. They farm the drained land or build on it. The wildlife must search for another place to find food and make nests.

Dirty water

Water becomes polluted when anything harmful enters it. The chlorine in drinking water and the chemicals from factories are harmful to the fish when the used water is flushed back into the river. They are harmful to us when we eat the fish.

But most water pollution in Iowa comes from farming. Farmers use fertilizers to make their crops grow better. They use chemicals that kill weeds and insect pests. But rain can wash the fertilizer and chemicals off the land and into the streams and rivers.

The fertilizer makes water plants (like algae) grow in the water. The algae leaves less open space for boating and swimming. It takes oxygen away from the fish who need it to breathe. Soil washes into the rivers, too, and settles on the bottom. Then the water is not deep enough or clear enough for fish to live in. □


Gasp! I can't breathe.

Artwork by Kay Chambers

How to care for a river

HOW DO YOU save a river? Iowans have found many ways to take good care of the water, the wildlife, and the history of their streams and rivers. Here are some of the ways.

Save the soil!

Farmers can plow their fields in certain ways to stop the soil and chemicals from *eroding* or washing into streams. After farmers harvest a crop, the old cornstalks or soybean plants are left in the field. If farmers use *moldboard plows*, the stalks are buried as the soil is turned over. But farmers can use *chisel plows* that do not bury the stalks. More of the stalks are left on top of the ground. They help hold the soil in place during rain and winds.

Farmers plow and plant in rows across the hills instead of up and down the hills. Rows running up and down would make little ditches in which the rainwater would run down easily, taking topsoil with it. Rows across the hill make little edges that stop the water from washing away.

Some farmers grow their crops without fertilizers or chemicals that kill insects and weeds. Then there are no chemicals that can wash into the rivers and streams.

Revive the rivers!

Communities can join the Mississippi River Revival. (A *revival* brings something back to life.) Iowa towns like Lansing, McGregor, Bellevue, and Dubuque have already held festivals. Any town on the Mississippi or on its *tributaries* (rivers that flow into the Mississippi) can join the revival.

A folksinger named Larry Long first had the idea for the revival. In 1981 he had worked on the Clearwater Project in the state of New York. The goal there was to clean up the polluted Hudson River.

When Larry returned to the Midwest he wanted to clean up and revive the Mississippi. So he started the River Revival.

In 1984 over 15,000 people attended the festivals along the river. There were folksingers, rock musicians, puppet shows, children's plays, and canoe rides. People learned about the problems of the river and how they could help solve them. They hauled more than 20 tons of garbage out of the rivers. A lot of the garbage was aluminum cans that factories could recycle.

Ah. . . Food ahead!

Feed the birds!

In 1960 the Army Corps of Engineers cut a new channel for the Missouri River. That made traveling on the river easier. The new channel blocked off the seven-mile bend in the river where the steamboat *Bertrand* had sunk years ago. This turned the U-shaped loop of river into a U-shaped lake. The federal government set aside almost 8,000 acres and called it the DeSoto National Wildlife Refuge.

The refuge includes the lake, marshes, prairie, woods, and fields. Every autumn, 140,000 snow geese and blue geese and 125,000 ducks stop over at DeSoto on their way south. Loons, pelicans, herons, and hundreds of other birds make their homes at DeSoto. Farmers plant extra crops and leave some for the birds to eat. The staff at the refuge build nesting boxes. They restore sandbars to encourage endangered birds to live there.

Other animals live at DeSoto, too—like bald eagles, raccoons, beaver, muskrat, and mink. Deer and coyote roam the fields of prairie grass.

Visitors are welcome at the DeSoto Refuge. There are places to gather mushrooms in the spring and to ice fish in the winter. In the summer people can camp, swim, and hike on the nature trails. They can visit the museum where the artifacts from the steamboat *Bertrand* are on display.

Watch the rivers on television!

Iowa Public Television has filmed four special shows on Iowa rivers—the Des Moines, the West Nishnabotna, the Little Sioux, and the Upper Iowa. The broadcast dates are Mondays (May 6, 13, 20, and 27) and again on Sundays (May 12, 19, 26, and June 2). Videotapes of the series, called "The Land Between the Rivers," will be available for use in classrooms.

If you would like to learn more about Iowa history and its rivers, visit your local library or historical society. The people there can help you find out more about the rivers and streams in your part of the state. □

The Art and Soul of the Land

Grade Level **5-12**

Class Periods **2-3**

Goals/Objectives/Student Outcomes:

Students will:

- **Learn about conservation achievements through the unique work of three conservationists, who all have roots in Iowa.**
- **Be able to recognize the distinctive communication styles used by each conservationist.**
- **Observe how personal experiences affect behaviors by examining the lives of three Iowans involved in conservation.**
- **Apply their thoughts on conservation through one of two artistic media.**

Materials:

1. Posters or overhead transparencies of Ding Darling cartoons. These can be found in the 4-H Ding Darling materials referenced in the resource section. Another source would be a book on collections of his cartoons. One such book is *Ding's Half Century.*

2. An essay of Aldo Leopold's from *A Sand County Almanac* or a collection of his notable quotes.

3. Entries from Althea Sherman's "Bird Journal."

Background:

Three people with strong Iowa connections who were also conservation leaders are Aldo Leopold, Jay Darling, and Althea Sherman.

Aldo Leopold was born on January 11, 1887 in Burlington, Iowa, to Carl and Clara Leopold. Leopold received his masters degree in forestry from Yale in 1909 and then began a career with the U.S. Forest Service in Arizona and New Mexico. Aldo and Estella Bergere were married in 1912. By 1915 he had written the *Game and Fish Handbook,* a management guide for forest service rangers and in 1917 followed this with the *Watershed Handbook,* which included information on preventing soil erosion.

At his urging the Forest Service set aside the first wilderness area in 1924 (the Gila Wilderness area). Also in 1924 the Leopold family moved from New Mexico to Madison, Wisconsin. In 1931 Leopold published the *Report on a Game Survey of the North Central States,* the most comprehensive listing of wildlife conditions in the United States, followed by Game Management, a handbook that is still highly regarded today. After these two accomplishments he gained the title "father of game management" and soon became the chairperson of the nation's first Department of Game Management (later to become Wildlife Management) at the University of Wisconsin.

In 1935 Leopold purchased "an abandoned, worn-out farm" along the Wisconsin River where he and Estella and their five children spent weekends restoring the land and contemplating ethics and the land. Leopold may most popularly be known for his collection of essays, *A Sand County Almanac.* Other conservation causes Leopold became involved with include: establishing the Wilderness Society; serving on various presidential committees concerning conservation; serving as advisor to the United Nations on conservation; and promoting the idea of managing animals in their habitat. As both a teacher and a parent, Aldo Leopold exemplified a life devoted toward understanding and loving the land. His ideas provided a basis for the growing field of ecology. He died April 21, 1948, while helping fight a grass fire on his neighbor's farm.

Jay Norwood Darling was born on October 21, 1876 in Norwood, Michigan. His parents, Marcellus and Clara, had recently moved there so Marcellus could begin work as a minister. In 1886 the family moved to Sioux City, Iowa. Darling began his college career at Yankton College in South Dakota in 1894, transferring to Beloit College in Wisconsin the following year. There he became art editor of the yearbook and began signing his work as a contraction of his last name, "D'ing," a nickname that stuck.

In 1900 Ding became a reporter for the *Sioux City Journal.* Following his marriage to Genevieve Pendleton in 1906, he began work with the *Des Moines Register and Leader.* In 1911 he moved to New York and worked with the *New York Globe* but returned to Des Moines in 1913. Three years later, in 1916, he returned to New York and accepted a position with the *New York Herald Tribune.* By 1919 Darling returned a final time to Des Moines where he continued his illustrious career as a cartoonist, twice receiving the Pulitzer Prize for cartoons.

His cartoons were carried from 1917-1949 by the *New York Herald Tribune* syndicate. Although Jay "Ding" Darling is most widely known for his political and conservation cartoons, he also drew the design for the first Federal Duck Stamp. He was actively involved in many conservation causes, even serving as an officer in some. He was a member of the Iowa Fish and Game Commission, chief of the Bureau of Biological Survey under Franklin Roosevelt's administration, helped form and served as the first president of the National Wildlife Federation, helped establish the Iowa State Teachers Conservation Camp, and developed the Cooperative Wildlife Research Unit at Iowa State College (now Iowa State University). Ding died February 12, 1962.

Althea Sherman [based on an excerpt from Sharon E. Wood, "Althea Sherman and the Birds of Prairie and Dooryard: A Scientist's Witness to Change," *The Palimpsest* 70 (Winter 1989): 164-185.]

Althea Sherman was born October 1853 in Farmersburg Township, Clayton County, Iowa, the fourth of Mark and Melissa Clark Sherman's six children. Mark and Melissa Clark Sherman had moved west to Wisconsin and then settled in Iowa after Mark, a tanner and shoemaker, was displaced from his occupation by the large factories which had sprung up on the east coast. The Shermans were quite prosperous in Iowa. After buying land in Farmersburg Township in 1844 they purchased land on a Mexican War land warrant for seventy-nine cents an acre. By 1850 the property was valued at $2500. In the next ten years, Mark Sherman's estate would quadruple in value and would require the assistance of three farmhands to farm the 267 acres. Mark Sherman retired from farming in 1866 and the family moved to a new home at the south end of Main Street in the nearby town of National, Iowa.

Ironically, Althea Sherman would later write regretfully of the prairie life that vanished under the pressures of agricultural development, although it was Mark Sherman's agricultural prosperity that lay the groundwork for her career in science by enabling Althea to obtain the best education available to a young woman of her generation. Later his estate would provide financial security for her old age and money to support her research.

Althea's education began in the common schools of Farmersburg Township. Unfortunately, high schools were rare in the 1860s and Althea and her older sisters Amelia and Ada traveled over forty miles to the academy at Upper Iowa University in Fayette to prepare for college. After the money and effort Mark and Melissa Sherman had invested in sending their daughters to Fayette, college was a natural next step. So in 1869 Althea, Amelia, and Ada enrolled in the oldest and best coeducational college of the time, Oberlin College in Ohio. There Amelia and Ada began preparing for careers in medicine and Althea devoted herself to the study of art.

At the time, Oberlin College maintained two separate degree tracks: a classical course and a less-rigorous literary course. Naturally it was assumed that only men would choose the classical course but a few highly motivated women, including Althea Sherman, chose to pursue this more challenging and prestigious course of study. Later, Sherman attributed her success as a scientist in part to the training in Latin and Greek she had received in Oberlin's classical course.

Althea Sherman graduated from Oberlin in 1875, taught school for a while, and returned in 1882 to seek a master's degree. For a few years she alternated between teaching and furthering her training as an artist. She taught at Carleton college in Northfield, Minnesota, studied with the Art Student's League in New York City, moved to Wichita to be near her sister, and eventually returned to National to help care for her ailing parents. Her father died in 1896, her mother in 1902. From then on, Althea remained in National, sharing the family home with her sister, Dr. Amelia Sherman.

Unfortunately, National did not provide many opportunities for Althea to excel in her profession—the study and teaching of art. In her search for activities to occupy her, Althea rediscovered the birds she had loved in girlhood and began to redefine her profession. In 1900 she referred to herself as a "teacher of art" but by 1910 she was listing her occupation as "bird study at home."

Although Althea Sherman got a late start in ornithology, her career spanned nearly three decades and included the publishing of more than seventy articles and notes on ornithology, animal behavior, and natural history. Her articles were found in some of the most prestigious scientific journals of the day—the American Ornithologists' *Union's Auk*, the National Audubon Society's *Bird Lore, Report of the Smithsonian Institution, Journal of Mammology*, and the *British Agricultural Magazine*. What Althea Sherman had lacked in scientific training she made up for through extensive self-education.

She subscribed to a variety of scientific journals and studied them carefully. She joined scientific organizations and corresponded with other researchers. She published her first article in 1905 at the age of 52 and just seven years later was elected to the rank of 'member' of the American Ornithologists' Union. Only 100 people were allowed to hold the rank and Althea was the fourth woman to receive this honor. The ultimate compliment to Althea Sherman's work was her inclusion in the third edition of *American Men of Science* in 1921, when she was nearly seventy.

In recent years her work has been dismissed as naive or unimportant, more description than interpretation. Unfortunately, most of the articles she published were produced in the first fifteen years of her work, when she was simply recording her observations. Then, just as she began to produce the kind of interpretations that make a real contribution to scientific knowledge, her body began to fail. She was unable to complete and publish many of her best studies.

Sherman's articles and her written journals give poignant observations of the changes that occurred during her ninety-year life. Using her keen powers of observation (enhanced by years of training as an artist) she meticulously documented the native plant and animal species that vanished with increased agricultural development, the new species that replaced them, and the changing weather patterns that affected not only crops but also the birds and animals that shared the land with farmers. Because much of her work was done in the years before widespread use of high-speed cameras, her drawings of some of the species she studied are all that remain of the flourishing wildlife of the time.

But Althea Sherman didn't just write about birds, she created new ways to study them. She designed an observation blind, a variety of nesting boxes, and a remarkable 28-foot tower containing a false chimney to facilitate her study of chimney

continued

swifts. All these she built on the property she shared with her sister.

For her favorite bird, the flicker, Sherman designed nesting boxes so she could monitor the incubation period of eggs, the feeding habits of parents, and the weights of eggs and nestlings, among other things and in the marshy ravine on the west edge of the property she erected a wooden blind to study rails, marsh wrens, screech owls, and sparrow hawks. This blind became the site of a nesting box that attracted two species of predators—first screech owls and then sparrow hawks, allowing Sherman to be the first person to publish first-hand observations of the nest lives of these species.

The best known of her "laboratory" equipment was the tower she built in 1915 to aid her study of the chimney swifts. The tower was 9 feet square and 28 feet tall. Inside was an artificial chimney that ran down the middle of the tower to a depth of 14 feet. Platforms, stairs, and specially-designed windows gave views of the interior of the chimney, where the swifts nested. Sherman was especially pleased with her design for the windows. They were made of two panes of glass meeting in a wide 'v' shape that jutted into the chimney in such a way that she could put her head into the opening and look 'to the bottom or to the top of the chimney...without unduly frightening the birds.'

Sherman also was famous for her campaign against house-wren boxes. She even went so far as to call teachers who encouraged students to build them "criminal." The house wren is among the most territorial of all common birds. When a pair chooses a nesting site, they search out all other nests nearby and destroy the eggs. House wren populations can be devastating to chickadees, titmice, nuthatches, bluebirds, other wrens, vireos, and small songbirds.

The boxes protect house-wrens from their natural enemies, encouraging a disproportionate number of wrens to breed, rapidly displacing other species. Althea wrote angrily, "I am being wronged, defrauded, cheated out of my rights to the pursuit of happiness by the maintainers of wren boxes to the north of me."

Throughout the time that her occupation was "bird study at home" Althea and her sister purchased many of the surrounding houses as they became available, so that "the birds in an unmolested state tenanted the deserted homes of man." In her will she designated the National Cemetery Association her heir, or if they refused the conditions, the State of Iowa. The conditions were these:

"that the old Sherman homestead together with the 'mill-lot' be kept in a condition attractive to birds much as it has been during my lifetime. That the House Wren not be allowed to breed there, not the Screech Owl, nor other conditions allowed that will unfit it to be a bird sanctuary."

She also made provisions for the preservation of her notebooks, drawings, and paintings by the state, and endowed a professorship at Oberlin College, "to be occupied by a Professor who shall each year give some special instruction in the study of birds."

Her notes and drawings were preserved and Oberlin received its endowment, but the bird sanctuary never materialized. Sherman's heirs refused her conditions, and the land was eventually sold off.

If you visit Althea Sherman's grave today, you will find only a single mound of birdfoot trefoil—a yellow-blossomed immigrant from Europe—breaking the smooth expanse of green. If you listen very carefully you may hear the whirring of insects and the rusty voice of a crow, high above in the evergreen grove nearby. Otherwise, the air is silent.

Procedure:

1. Display two or three of Ding Darling's cartoons on the overhead or as posters on the wall. Ask students to observe these and to try to describe their feelings upon seeing them. Allow students to write down or express aloud their interpretation of the intended message of each cartoon.

2. Distribute the Ding Darling cartoon "What that Mud in Our Rivers Add Up to Each Year." The editorial cartoon was done by Darling between 1946 and 1950 as part of a series of editorial comments on the rapid depletion of our agricultural lands. Today's numbers would read "200,000 160-acre farms are now moving down rivers." Ask students how the cartoon would make you feel if you were a farmer, politician, tree, wildlife, blade of grass, stalk of corn, sunlight, etc.

3. Read several quotes or a brief essay from Aldo Leopold's book, *A Sand County Almanac.* Ask students to react to his work through the following questions. What emotions were stirred in you as you read or heard these quotations? What message was the author intending for the reader?

4. Share some background about each of the three Iowa conservationists. Be sure to include the fact that they spent much of their early childhood outdoors exploring and learning about the world around them. What might they have seen? Also inform them of their Iowa connections and any other pertinent information you would like them to know. Stress the point that while these three were young, Iowa was still developing. More and more people came to Iowa to claim land and begin farming, the railroads were gaining strength and popularity and prairie wetlands were being transformed into farmland.

5. Discuss how the experiences of Darling and Leopold may have influenced their artistic expressions—the cartoons that

we see and the words that we read. Have students consider how their own upbringing and experiences affects how they view the land, wildlife, and conservation in Iowa.

6. Display two or three of Althea Sherman's bird drawings from the *Palimpsest* article. Discuss how her childhood and background influenced her technique. Discuss the students' reactions to her drawings.

7. Read several passages from Althea Sherman's "Bird Journal." Ask students to react to her writing and observations through the following questions: What emotions were stirred in you as you read or heard those passages? What message was intended for the reader?

8. Discuss why Althea Sherman tried to build an observation tower in her hometown. Why wasn't she successful?

9. Compare and contrast the conservation ideals of all three Iowa conservationists. Ask students to imagine conversations between the three conservationists. Perhaps the students can write and perform skits or otherwise share their work with each other.

Assessment of Outcomes:

1. Class discussion and questions will allow assessment of understanding how experiences influence attitudes and behavior.

2. Use of several cartoons and quotes will allow students to get a flavor for the distinctive styles of both Leopold and Darling.

3. Check to see that the cartoons or essays written by students reflect an attitude toward or feeling about conservation.

Extensions and Adaptations:

Have students interview grandparents or parents to find out about their outdoor experiences while growing up. Have the students find out if the experiences of these older people influenced their attitudes toward our land and conservation. In what ways?

Ask students to pretend they are newspaper reporters who write articles about farm news. Write the story that would be printed along with one of Ding Darling's cartoons.

Encourage students to draw a cartoon of something they care about.

Ask students to write to the Iowa Department of Natural Resources and ask for information about the Iowa Resource and Enhancement Program (REAP). Collect articles about the program and discuss what the program does and why it is controversial in Iowa.

Research to learn about the lives of other Iowans who made a significant impact on the conservation of our land and wildlife. Are there individuals in the students' own community who are working to conserve land today?

Resources:

Aldo Leopold. *A Sand County Almanac.* Oxford University Press, 1949.

Curt Meine. *Aldo Leopold: His Life and Work.* Madison: University of Wisconsin Press, 1988.

David L. Lendt. *Ding: The Life of Jay Norwood Darling.* Ames: Iowa State University Press, 1984.

Jay N. Darling. *Ding's Half Century.* Des Moines: Meredith Publishing Company, 1962.

Gary Laib. *Lessons in a Land Ethic: Teacher's Guide with Student Activities.* Leopold Education Project, 1991.

Marybeth Lorgbiecki. *Of Things Natural, Wild, and Free.* Minneapolis: Carolrhoda Books, Inc., 1993.

"Natural Resources." *The Goldfinch* 5 (February 1984): 6-7, 10-11.

"Iowa's Environment." *The Goldfinch* 15 (Summer 1994).

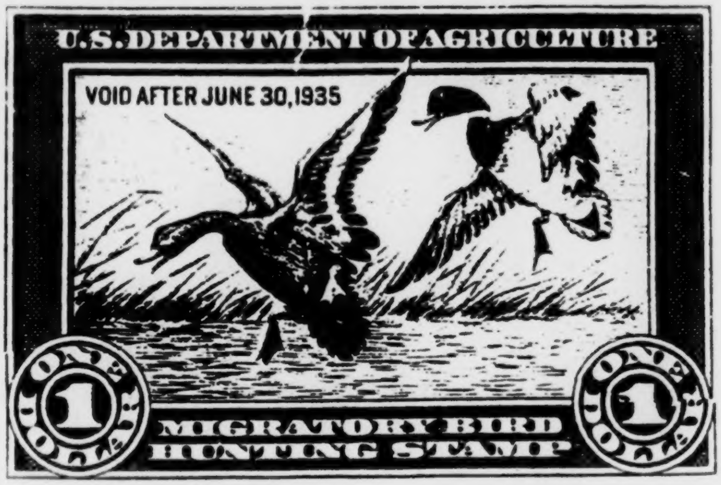
Sharon E. Wood. "Althea Sherman and the Birds of Prairie and Dooryard: A Scientist's Witness to Change." *The Palimpsest* 70 (Winter 1989): 164-185.

Prophet For All Seasons. Video.

Wisconsin Academy Review 34 (December 1987).

Stephanie Wald and Jim Pease. "4-H Ding Darling Soil, Water, Wildlife Project." Cooperative Extension Service, Iowa State University, 1983.

Ding Darling



The first Duck Stamp, issued in 1934.

As a small boy Jay Norwood "Ding" Darling once shot a wood-duck in nesting season. He was punished by his Uncle John, who wanted Jay to learn that shooting ducks during the nesting season meant fewer ducks the next year. Hunting ducks in the proper season and shooting only as many as were needed for food was a better practice. This was Ding's first lesson in conservation.

Ding was born in Norwood, Michigan in 1876, but spent most of his early years in Sioux City, Iowa. Roaming the prairie, Jay grew to love nature and appreciate wildlife. As Ding later said, "Those were the days when the **Golden Plover** came in great flocks and moved across South Dakota. From early spring until the **Prairie Chicken** sought cover in the fall along the thickets bordering the creeks and marshes, my mind has been filled with pictures which have never been erased."

The feelings that began in Ding at an early age did not leave him when he became a famous cartoonist. Except for a brief time in New York, he lived in Iowa and worked for the *Des Moines Register*. Ding believed proper steps were not being taken to protect land and wildlife, so he used his job as a cartoonist to draw attention to the strong need for conservation.

Darling did not stop with drawing cartoons. He persuaded Iowa State College (now Iowa State University) and the Iowa Fish and Game Commission to join in a research program for the conservation of wildlife. He even pledged some of his own money for the program. This team developed a twenty-five year conservation plan, one of the first long-range plans in the nation. When Ding later became Chief of the Biological Survey, he helped spread the idea of this future planning nation-wide.

After seeing Ding's work in conservation, President Roosevelt asked him to head the Biological Survey. Ding began the work in his usual energetic way. To make sure ducks would always be plentiful, Ding enforced strict duck-hunting laws. Ding also knew more money was needed to develop programs to help wildlife survive and grow in numbers. He managed to get seventeen million dollars for "his ducks."

Another way Ding raised funds for conservation while he was Chief was through the Duck Stamp Act. The Act, which the government passed, required the sale of a federal stamp to every hunter of **migratory** waterfowl. Ding drew the first stamp in the series. The money from the sale of the stamps was to be used to manage wildlife refuges and to enforce hunting rules.

Ding believed the best way to encourage conservation practice was through education and the press. Although Ding already reached people through his cartoons in the newspapers, he felt the public needed to learn more about conservation so they could help, too. Ding helped form the National Wildlife Federation. This larger organization brought together many little groups to educate people. Ding served as president of the group for the first three years.

After Ding gave up the presidency of the federation, he was made its honorary president. He still wrote for the

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Golden Plover/Prairie Chicken—birds living in the prairie environment.

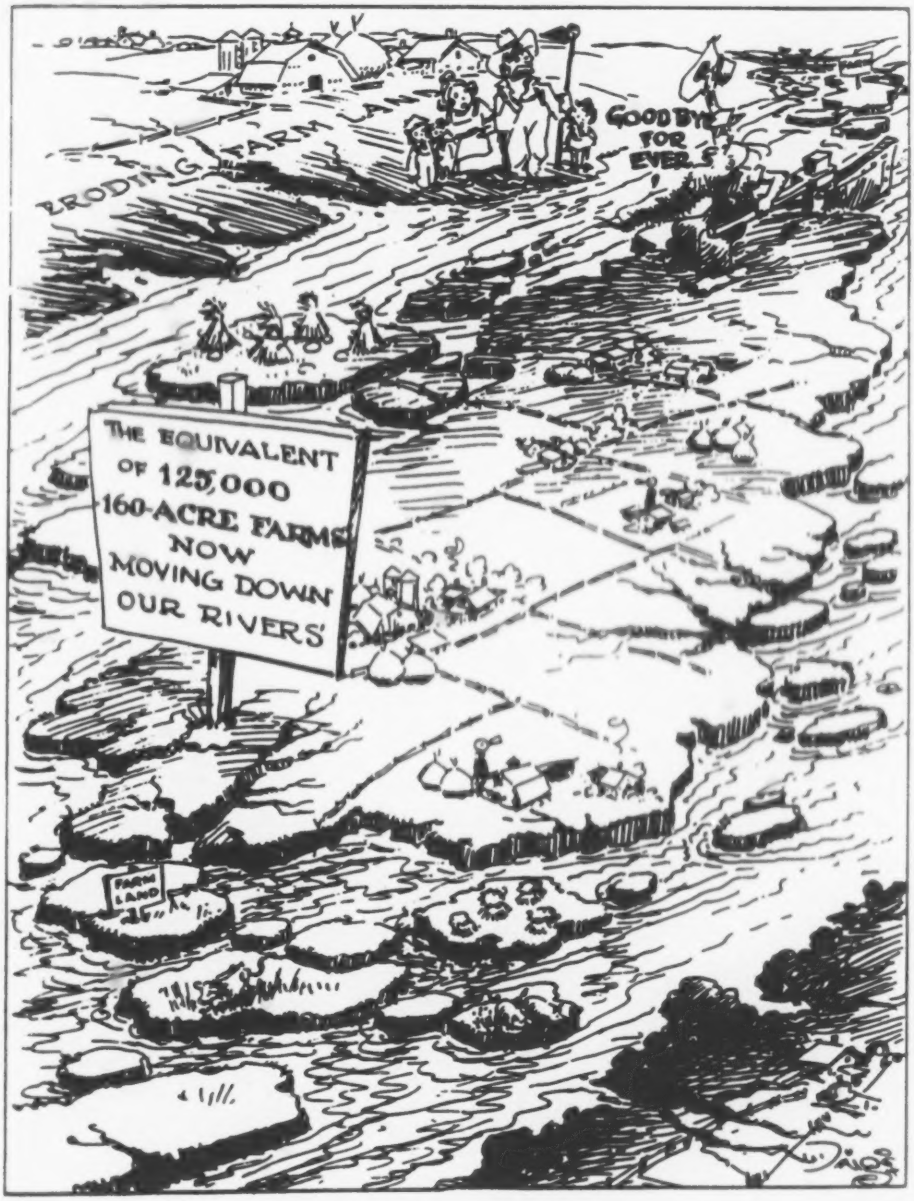
migratory *adj.*—moving from place to place.

federation and sometimes even became angry when he felt the organization was working for the wrong things. In 1961 he agreed with his friend, Walt Disney, to serve as co-chairman of National Wildlife Week, which was sponsored by the federation.

After his retirement Ding continued to support plans for the conservation of land and wildlife. Using the talents he had as a cartoonist along with his love of wildlife, Ding spent his entire life bringing attention to the need for planned conservation programs. He believed everyone could be a conservationist in their own way. Ding loved nature, and he wanted to preserve it so everyone would have a chance to enjoy it as much as he did.

—Pam Geary Beck

WHAT THAT MUD IN OUR RIVERS ADDS UP TO EACH YEAR


ERODING FARM LAND
GOOD BYE FOR EVER
THE EQUIVALENT OF 125,000 160-ACRE FARMS NOW MOVING DOWN OUR RIVERS
FARM LAND
Ding

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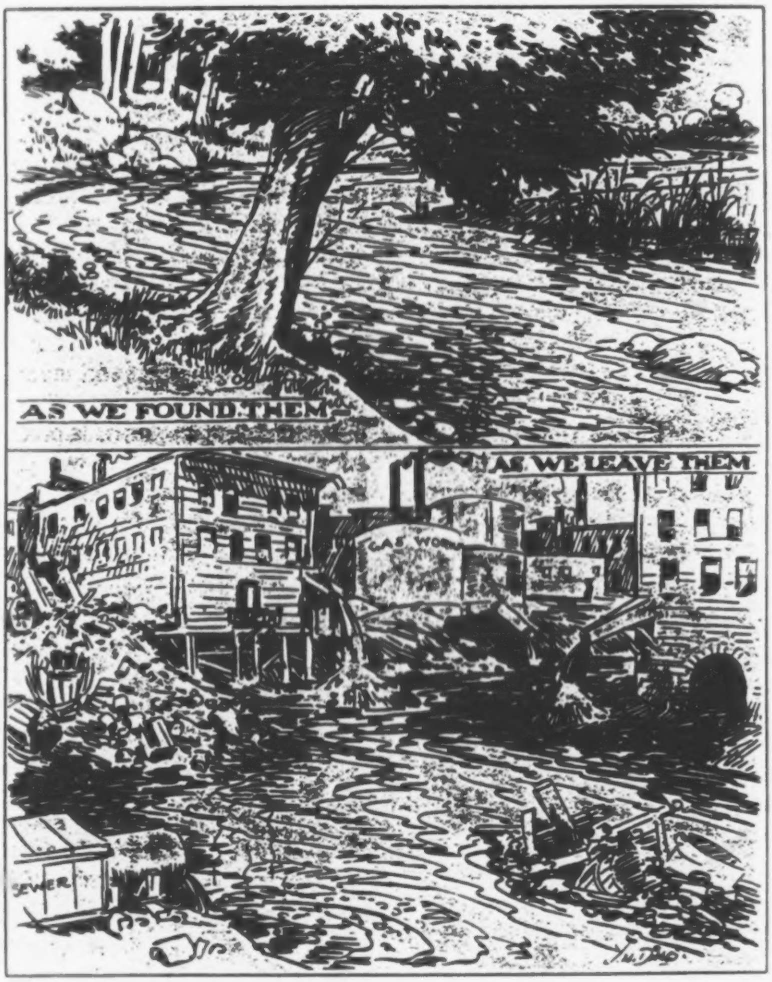
Cool, Clear Water

When the pioneers settled in Iowa, they could drink water fresh from the sparkling streams. Pollution was not a problem, because nature could rid itself of a small amount of waste. The natural flowing and stirring of water mixed and **diluted** waste material, moving it into deeper areas.

The most common method of getting rid of waste was to dump it directly into a stream. As more people came to Iowa, more sewage, garbage, and industrial wastes were dumped into rivers. In the 1800s and 1900s cities and industries began to develop. They dumped their wastes into rivers, too. There was so much raw sewage and waste in lakes and rivers, the water was unsafe to drink.



University of Iowa Libraries

In the early 1890s fish in the Iowa River began to die. Sewage from a meat-packing plant and a starch manufacturer in the city of Marshalltown was causing the problem. When the Iowa River water level dropped, there was not enough water to dilute the waste, and the fish died.

In 1923 a law to control these kinds of pollution problems was passed. Streams and rivers were studied to learn how badly they were polluted. Cities that dumped a lot of waste into rivers and lakes were required to build **sewage treatment** plants.

Some sewage treatment plants were built even before the 1923 law, as concern over pollution grew. The first successful plant was built in Washington, Iowa in 1886. Pipes carried sewage and water waste from homes, schools, and factories to a sewage treatment plant, where the wastes were treated. When cities became larger and produced more waste, the treatment plants could not keep up with the added load. Polluted water still flowed into Iowa rivers.

Pollution from cities and industries that can be traced to a specific source is called point-source pollution. Pollution that cannot be linked to a direct source is called non-point pollution. In recent years the most serious non-point pollution has been caused by agricultural

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diluted v.—thinned by mixing with water.

sewage treatment—in cities, heavier solid material is removed from collected wastes. Most of the harmful organisms in the liquid wastes are destroyed. Then the liquid is discharged.

runoff. Farmers use many chemicals to fertilize their crops or to eliminate weeds and pests. Rain water washes across the soil, which contains the chemicals. As this water runs into lakes and streams, they become polluted. Because this kind of pollution happens across large areas of land, it cannot be said to come from just one source or point.

In addition to rivers and streams, **groundwater** sources can also be polluted by non-point sources. Chemicals move into groundwater as water seeps into the earth after a rain. Over three-fourths of Iowans rely on groundwater sources, as well as over half of Iowa's industries. Soil conservation practices help stop some of the agricultural chemicals from reaching groundwater sources, but not enough people have used these techniques to make a difference yet.

Another cause of pollution comes from the lead in automobile exhaust. The lead is deposited on the streets, and rain washes it into lakes and rivers. Since the lead comes from many different places in the city, it is also considered non-point pollution.

Power plants that produce energy use the greatest amount of water in the state. Water is needed to cool the **condensers** of steam-electric plants. Each year Iowans use more electricity. This increases the amount of water power plants must use. Although only a small part of this water is lost when it **evaporates,** getting rid of the heated water is a problem. Very hot water can kill animal and plant life, if it is dumped directly into a river. This is an area where progress has been made, however. Cooling ponds and towers hold the water until it cools down and can safely be put back into the river.

At one time the Iowa region had a good supply of water. People and their activities have created serious water problems. Without a supply of clean water, there can be no future for living things in the state.

— Pam Geary Beck

University of Iowa Libraries

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groundwater ***n.***—water below the earth's surface.

condenser ***n.***—coiled tube or other device for cooling gases to turn them into liquids.

evaporate ***v.***—a change from solid or liquid into vapor.

PRAIRIE Voices...

The Land: Plants and Animals

Grade Level **5**

Class Periods **3-4**

Goals/Objectives/Student Outcomes:

Students will:

- **Learn how Iowa's land has changed since the time of settlement.**
- **Recognize some plants and animals that were abundant 150 years ago that are no longer here today.**
- **Explain the differences between prairie, wetland, and woodland.**

Materials:

1. Paper
2. Research materials, including historic accounts of Iowa's plants and animals:
   - Local county histories
   - Journals from early explorers and settlers
   - Books listed in resource section

Background:

The landscape of Iowa plants and animals today greatly differs from that of 1846, the year of statehood. As more people came to the state to live and work, significant changes occurred in the diversity of the native flora and fauna, largely due to the alteration and destruction of many natural habitats.

While through the years many species native to Iowa have disappeared, other non-native species have been introduced to the area's biological communities. Plants or animals that have disappeared from a biological community are either extinct or extirpated. Extinct species are no longer found on earth. Extirpated species are no longer found in a certain area. For instance, since 1914 passenger pigeons have been extinct, whereas bison are extirpated from Iowa.

At the time of European settlement, Iowa's landscape was dominated by prairie. It is believed that 85% of the state was covered with a prairie mosaic of grasses and flowering plants. Wetlands were interspersed among the prairies, and forested areas existed along streams and rivers.

Once the agriculturally rich soil created by the prairie was discovered, a rapid transition from wild land to cultivated land occurred between Iowa's border rivers. It is estimated that 99.9 percent of our original prairies has vanished, while approximately five percent of our original wetlands remains. Such statistics indicate that Iowa is one of the most biologically altered states in the nation.

In *A Country So Full of Game*, James Dinsmore reports that of 456 vertebrate species (mammal, bird, reptile, amphibian, and fish) living in Iowa at the time of European settlement, 29 are now extirpated. In addition, 38 species are endangered and 19 are threatened. It is clear that as habitats change so too do the numbers and species of animals that can survive.

In 1948 University of Iowa Professor of Natural Science Bohumil Shimek wrote the following about Iowa (see p. 122 of *Iowa's Natural Heritage*):

"There were then still miles upon miles of almost undisturbed timber, fine white oaks predominating on the uplands, the hard maple occasionally dominating the river-bluffs, and the red cedar finding an anchorage on the limestone ledges, while the black walnut and various softwood trees occupied the narrow bottom lands.

Nor did plant life furnish the only interest. The wild turkey persisted, at least as late as 1886, the drumming of the ruffed grouse, now almost extinct, was one of the most familiar sounds in our woods, and the passenger pigeon still came in great clouds to seek shelter amid the oaks of our uplands.

There were still remnants of prairies, even in eastern Iowa, and in the year 1882 the writer found large areas of native prairie in the counties north and northwest of Wright County, and for more than 20 years thereafter (in constantly diminishing amount) in the Northwestern part of the state.

The waters, too, were largely unchanged. The mania for draining every wet spot had not fully developed, and there were oxbow lakes along our streams, then still undisturbed and unpolluted."

The amount and kind of animals that can live in an area depend upon the amount and kind of plants that inhabit the area. Although there are a number of reasons why plant and animal populations change, many of those changes in the past 150 years have been determined by humans. People introduce non-native plants and animals both purposefully and accidentally. Extirpations and extinctions have been caused by human activities such as habitat alteration, overhunting, introduction of non-native competitor species, and mismanagement.

The following lists indicate species that have been introduced to or extirpated from Iowa.

Introduced Plants and Animals—A Partial List

Ring-necked pheasant
Gray partridge
Starling
European carp
White amur (grass carp)
Norway rat
Zebra rat
Alfalfa
Dandelion
Crab grass
Green foxtail
Kentucky bluegrass
Oats
Purple loosestrife

Extirpated Species

Bison
Black bear
Mountain Lion
Gray wolf
Whooping crane
Long-billed curlew
Marbled godwit

Procedure:

1. Invite students to imagine they are traveling with their families to a new home in Iowa in the year 1846. Ask them to draw a picture of what they believe they would see as they travel.

2. Display the artwork around the room and compare and contrast what students have placed in their drawings. Look to see what plants and animals the students encountered.

3. Begin a discussion about how Iowa has changed in appearance since 1846. Share with students parts of the background information included with this lesson. Then have the students research what Iowa looked like in 1846.

4. Talk about the characteristics of each of Iowa's main biological communities: prairie, wetland, and woodland. Students should understand that different environments sustain different life forms. Ask the students to list at least three plants and three animals that were found in each of the three environments. This might be done best in chart form.

5. Ask the students to draw another picture using their new information about Iowa plants and animals 150 years ago. This time have them select one of the three communities and draw two adjacent views of the land as it would have appeared in 1846 and as it appears today.

Assessment of Outcomes:

The art work from the "imagining Iowa in 1846" and "how Iowa looks today" exercise will be displayed and the class will discuss the reasons for differences in the drawings.

List three plants and three animals that were found in Iowa's main biological communities: prairie, wetland, and woodland.

Extensions and Adaptations:

Have students read background material before they visit a prairie or wetland:

- For prairies: "Life on the Iowa Prairies," *The Goldfinch* 7 (November 1985) and "Iowa's Environment," *The Goldfinch* 15 (Summer 1994): 18-20.
- For wetlands: "Life on the Prairies, *The Goldfinch* 7 (November 1985) and "Iowa's Environment," *The Goldfinch* 15 (Summer 1994): 8-10.

Visit a native prairie or wetland to see first-hand the diversity of the land. Discuss how rare prairie plants have become. Emphasize that they are visiting a place of historic significance—a part of Iowa's natural heritage.

Encourage students to read early settlers' accounts that include descriptions of Iowa's plant and animal life at the time. A particularly good source for this might be your county history book available at your local public library or the State Historical Society of Iowa.

Learn more about extinct, endangered, extirpated species.

Plant a Prairie *(see attached instructions).*

Have a discussion or ask students to write essays about what it means to change the environment. What are benefits to changing the environment? What are the drawbacks? Who might win when the environment is altered? Who might lose?

Give students an oral history assignment. Students can interview older residents in their communities and ask them to describe the area when they were children. Compare the results of these interviews with others conducted by students and using their parents and high school students as sources.

Resources:

James J. Dinsmore. *A Country So Full of Game: The History of Wildlife in Iowa.* Iowa City: University of Iowa Press, 1994.

Iowa's Natural Heritage. Iowa Natural Heritage Foundation and Iowa Academy of Science, 1982.

Mary Norton and Jay Norton. "Project Land Stewardship," 1992.

Iowa Association of Naturalists. Biological Communities Booklets, 1993. (Copies of this resource can be obtained through the Iowa State University Extension Publication for $1 each; also check school and public libraries for copies as well as local county conservation boards.)

1. *Iowa's Biological Communities*, Dan Cohen, 1993.

2. *Iowa Prairies*, Dan Cohen, 1993.

3. *Iowa Wetlands*, Dan Cohen, 1993.

4. *Iowa Woodlands*, Dan Cohen, 1993.

5. *Iowa Waterways*, Dan Cohen, 1993.

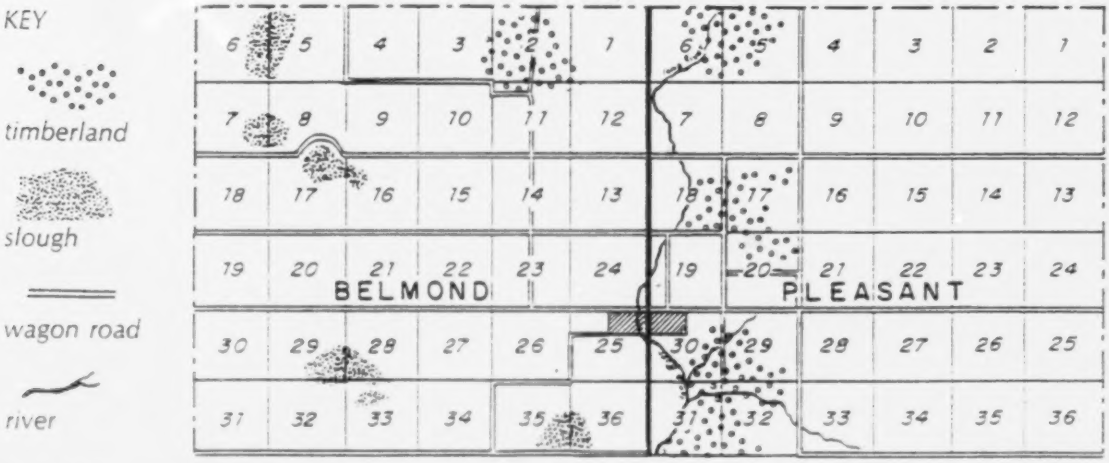
Stephanie Wald and Jim Pease. "4-H Ding Darling Soil, Water, Wildlife Project." Cooperative Extension Service, Iowa State University, 1983.

"Life on the Prairies." *The Goldfinch* 7 (November 1985).

"Iowa's Environment." *The Goldfinch* 15 (Summer 1994).

Map Game

You are a settler in 1875 in northwest Iowa. To decide what land to buy, play this game. This map shows features created by nature (rivers, timberland, and sloughs). It also shows features created by people (roads and boundaries). Iowa is divided into *counties*, *townships*, and *sections*. This map shows Belmond Township and Pleasant Township in Wright County. Each township has 36 sections.



Kay Chambers

1. Which township has more timberland? ________________

2. Which township has sloughs? ________________

3. If you settle in Section 32 of Pleasant Township, will you live near a slough or near timberland? ________________

4. Why does the road curve in Section 8 of Belmond Township? ________________

5. In which township is the Iowa River? ________________

6. Where else would you find timber besides at the places marked on the map? ________________

7. Which land would probably cost more—land in Section 17 of Belmond Township or Section 17 of Pleasant Township? Why? ________________

8. How many miles wide is Pleasant Township? (Hint: Each section is one mile long.) ________________

9. Mark the section where you would like to buy land.

THREATENED AND ENDANGERED SPECIES IN IOWA

Mammals

- Bobcat
- Grasshopper Mouse
- Indiana Bat
- Least Shrew
- Plains Pocket Mouse
- Red-Backed Vole
- River Otter
- Spotted Skunk
- Woodland Vole

Birds

- Bald Eagle
- Burrowing Owl
- Common Barn Owl
- Cooper's Hawk
- Double-Crested Cormorant
- Henslow's Sparrow
- King Rail
- Least Tern
- Long-Eared Owl
- Northern Harrier
- Peregrine Falcon
- Piping Plover
- Red-Shouldered Hawk
- Short-Eared Owl

Fish

- American Brook Lamprey
- Black Redhorse
- Blacknose Shiner
- Bluntnose Darter
- Burbot
- Chestnut Lamprey
- Freckled Madtom
- Grass Pickerel
- Lake Sturgeon
- Least Darter
- Orangethroat Darter
- Pallid Sturgeon
- Pearl Dace
- Pugnose Shiner
- Weed Shiner
- Western Sand Darter

Reptiles and Amphibians

- Blue-Spotted Salamander
- Central Newt
- Copperhead
- Crawfish Frog
- Diamondback Water Snake
- Earth Snake
- Great Plains Skink
- Masasauga
- Mudpuppy
- Yellow Mud Turtle
- Ornate Box Turtle
- Prairie Rattlesnake
- Slender Glass Lizard
- Speckled Kingsnake
- Stinkpot
- Western Hognose Snake
- Yellow-Bellied Water Snake

Butterflies

- Baltimore
- Bunch-Grass Skipper
- Dakota Skipper
- Dusted Skipper
- Mulberry Wing
- Olympia Marblewing
- Silvery Blue
- Swamp Metalmark

Source: Iowa Department of Natural Resources

PRAIRIE PLANTING INSTRUCTIONS

I. Mixing your seed:

   A. Thoroughly mix your seed. Use ten parts of moist sand to one part seed. By mixing your seed with moist sand, you will be able to hand seed the site easily without wasting any seed. On small plots you can go over the area several times making sure that you have complete coverage. Do not attempt to spread your seed without mixing with moist sand or you will waste much of it and not get good coverage.

II. Preparing the seedbed:

   A. Till up the soil making sure that you have eliminated as many weeds as possible. Use a contact herbicide may also be used to kill sod and weeds before and after tillage. Roll or pack seedbed just before planting, making sure soil is firm, not loose.

III. Seeding:

   A. Frost seeding (February-March)

      1. Broadcast your seed onto a seedbed that was prepared in the fall or previous year and allow freezing and thawing to work your seeds into the soil.

   B. Spring and Summer seeding (April-July)

      1. Broadcast your seed onto well-prepared seedbed and lightly rake in the seed
      2. Roll or compact seedbed after broadcasting and raking seed into soil.
      3. Supply adequate water during first few weeks, but do not overwater.

   C. Fall Dormant Seeding (October-December)

      1. Broadcast your seed onto a firm well-prepared seedbed.
      2. Allow Mother Nature to work seed into soil by freezing and thawing action.

IV. Maintenance:

   A. First year - keep mowed to 4 to 6 inches the whole first season

   B. Second year - keep mowed to a 6 or 8 inch height the entire season.

   C. Third season - burn area off in March or April. Prairie plants thrive on fire. If burning is not possible, mow only if weeds become a problem.

   D. Third year and beyond - burn your plot every year in the early spring. Be patient, your prairie will bloom and become better each year. A prairie does not happen "overnight."

SOURCES OF NATIVE VEGETATION IN IOWA

Osenbaugh Grass Seeds
R. R. 1 - Box 76
Lucas, Iowa 50151
515-766-6476
John Osenbaugh, Owner

Nature's Way
R. R. 1 - Box 62
Woodburn, Iowa 50275
515-342-6246
Dorothy Baringer, Owner

Ion Exchange
R. R. 1 - Box 48C
Harpers Ferry, Iowa 52146
319-535-7231
Howard Bright, Owner

Naylor Seed Company
Box 16
Scotch Grove, Iowa 52331
1-800-747-7333
Jerry Naylor, Owner

Allendan Seed Company
R. R. 2 - Box 31
Winterset, Iowa 50273
515-462-1241
Dan Allen, Owner

Van Gundy Seed Farm
6650 SE 6th Avenue
Des Moines, Iowa 50317
515-266-6739

Shivver's Seed Farm
614 W. English
Corydon, Iowa 50060
(no phone number)
Doug Shivvers, Owner

Iowa Prairie Seed Company
110 Middle Road
Muscatine, Iowa 52761
319-264-0562
Daryl Kothenbeutel, Owner

Strayer Seed Farms, Inc.
162 West Highway 58
Hudson, Iowa 50643
1-800-772-2958
Wendell Holmes, Seedsman

Heyne Seed Company
R. R. 1 - Box 78
Walnut, Iowa 51577
712-784-3454
Bruce Heyne, Owner

Franklin Grassland Seed Company
R. R. 2 - Box 132
Hampton, Iowa 50441
515-456-2988
Dennis Strother, Owner

McGinnins Tree and Seed Company
309 East Florence
Glenwood, Iowa 51534
Keith Mc Ginnins, Owner

Hadfield Prairie Seed
R. R. 1 Box 132
Mc Clelland, Iowa 51548
712-484-3326
Allen Hadfield, Owner

Stoner Seed Farms
R. R. 1 Box 48
South English, Iowa 52335
1-800-383-2089

SOURCES OF NATIVE VEGETATION OUTSIDE OF IOWA

Prairie Moon Nursery
R. R. 3 - box 163
Winona, Minnesota - 55987
507-452-1362

Stock Feed Farm, Inc.
R. R. 1 - Box 112
Murdock, Nebraska 68407
402-86703371
Lyle & David Stock, Owners

Blue Stem Seed Company
R. R. 3 - Box 32
Grant City, Missouri 64456
1-800-BLU-STEM
Dave Kean, Owner

Sharp Bros. Seed. Co.
P. O. Box 665
Clinton, Missouri 66735

Mohn Seed Co.
R. R. 1 - Box 152
Cottonwood, Minnesota 56229
507-423-6482
Robert Mohn, Owner

Prairie Nursery
Box 306
Westfield, Wisconsin 53964
608-296-3679
Brian Bader, General Manager

Prairie Ridge Nursery
R. R. 2 - 9738 Overland Road
Mt. Horeb, Wisconsin 53572-2832
608-437-5245
Joyce Powers, Consultant

LaFayette Home Nursery, Inc.
P. O. Box 1A
LaFayette, Il 61449
309-995-3311
Ingels Bros., Owners

Johnson Prairie Seed Company
R. R. 1
Windom, MN 56101
Judy Johnson, Owner

PRAIRIE *voices...*

Crinoids:
Flowers of the Iowa Seas

Grade Level **3-12**

Class Periods **2**

Goals/Objectives/Student Outcomes:

Students will gain awareness of:

- **the continuous natural changes that have shaped Iowa's geologic landscape.**
- **the beauty and diversity of a group of extinct Iowa marine animals called crinoids.**
- **the importance contributions of professional and amateur scientists who studied Iowa rocks and fossils.**

Students will be able to:

- **recognize fossils and understand how they provide evidence of earlier lives and environments.**
- **learn about early scientific surveys of the mineral wealth of the state.**
- **analyze fossil evidence and compare extinct animals to modern ocean life.**
- **summarize the geologic history of Iowa and understand why some if it is missing.**
- **explain how amateur collectors could help or harm the study of Iowa's ancient life.**

Materials:

1. Collections of rocks, feathers, leaves, shells, etc.
2. Iowa's state rock—the geode

Background:

When a child places a hand in wet cement an impression formed that may remain for generations. In the future others who may see the impression might learn something about the child and the activities of that day. Rocks and fossils are much like the cement and hand print of the child. They provide evidence of past life and environments. Interpreting the specimens allows a geological and zoological history of an era to be written.

This lesson plan is about Iowa's environment and how scientists observed, organized, and evaluated rock layers and fossils to develop an understanding of the past. In particular, this lesson focuses on a group of extinct Iowa marine invertebrates called crinoids. Iowa's crinoid fossils are notable because many of them have been preserved intact, which helps scientists learn a great deal about crinoids as well as Iowa's ancient seas.

We usually think of time in hours and years, generations and civilizations. Geologic time, however, covers millions of years, and must be measured by physical evidence. One important way to measure geologic time is by studying the remains of creatures that died over various eras and left behind their impressions in stone as fossils.

The geologic time table is divided into four major eras—**Precambrian** (which means origin of life), **Paleozoic** (ancient life), **Mesozoic** (intermediate life), and **Cenozoic** (recent life). Those eras are further divided into periods with characteristic fossils and rock formations.

Fossils are the remains or traces of organisms of a past geologic age buried in the earth's crust. A fossil can be a print of a leaf, the path of a worm, the shell of a marine animal, the footprint of a dinosaur, or the skeleton of a man. Remains may have been fossilized by undergoing freezing, drying, burial in tar or bogs, or by becoming carbonized or petrified. Other remains were covered in sediment that hardened. When the remains decayed, they left a cavity known as a natural mold. It this cavity is filled, duplicating the shape and surface of the fossil, it is called a cast.

Early geologists in Iowa

To create economic growth for Iowa in the 19th century, it was necessary to investigate the state's soils and mineral resources for the riches they might yield. Three professional geologists were hired to produce detailed survey maps. The first was **David D. Owen,** employed by the U.S. government to prepare geologic reports when Iowa became a state. Later, **James Hall** and **Charles White** conducted surveys for the state government. Their detailed observations resulted in interpretations very close to our modern geologic maps prepared with modern techniques. Rocks and minerals are important resources.

Three Iowans won international recognition for their life-long study of local crinoid fossils. Their responsibility collecting and research enabled scientists around the world to learn of the remarkable fossils in the cliffs around Burlington and the quarries near Le Grand and Gilmore City.

Charles Wachsmuth came to Iowa from Germany in 1855. He often wandered the cliffs near his Burlington home, where he discovered crinoid deposits. Fascinated, he began to collect and study specimens and he published his findings. Later, he was offered a position at Harvard University as an expert on crinoids. His wife, **Bernadine Lorenz Wachsmuth,** worked with him in collecting, researching, and writing about their discoveries.

Frank Springer became interested in paleontology as a law student at the University of Iowa. He established a law office in Burlington and began an association with the Wachsmuths, sharing their interests and collaborating on many publications. Even after he moved to New Mexico, Springer often returned to Burlington to continue his crinoid research.

Burnice H. Beane helped manage the family farm in Le Grand where as a boy he explored the LeGrand quarry and watched scientists excavate specimens. Two of these visitors were Frank Springer and Charles Wachsmuth. As an adult, Beane continued exploring the quarry, where workmen helped him collect thousands of specimens. His painstaking skill in preserving the crinoids resulted in an important scientific legacy. Many paleontologists and amateur collectors sought his advice and an opportunity to tour the famous quarry with the man who had become the guardian of its treasurers.

Crinoids were animals attached to the sea floor by flexible, rooted stalks. When they died, they usually broke loose and drifted away. The crinoid fossils found in the LeGrand quarry are remarkable because many of them were preserved nearly intact. The reason this happened is that nests of crinoids were rapidly buried in shallow depression that protected their bodies from currents. Lime-rich mud preserved their remains and hardened them into stone. The limestone slabs found near LeGrand contain fossilized crinoids and other sea animals in such abundance and detail that they have fascinated scientists around the world.

360 million years ago (in the Paleozoic era or Mississippian period) North America was located near the equator. Much of the land—including what's now Iowa—was submerged under shallow tropical seas. These warm waters teemed with countless creatures.

The inland seas reportedly swelled and retreated, alternately building up and exposing layers of sediments, sandwiching the remains of crinoids and other living things, and casting their impressions in stone.

Crinoids, commonly called "sea lilies" or "feather stars," belong to the echinoderm family (bodies covered with plates of calcite that form a skeletal structure) along with starfish, sand dollars, sea urchins, and sea cucumbers.

Some crinoid species crawled, some swam, and others attached themselves to rocks on the sea floor. They fed by means of cilia, located along grooves in their arms and branches, that brought tiny marine life to the mouth. Today, crinoids live in all the world's oceans, and where they're found, their abundant numbers and vibrant colors give the appearance of an underwater flower garden.

Animals get food directly from plants or other animals that eat plants. Crinoids are animals because they eat other marine life. Plants, on the other hand, make food by drawing energy from the sun and salts from water.

Crinoids have cup-shaped bodies with at least five feathery arms atop column sections that form cylinders and spirals. These shapes seem to radiate from a central point. This is called radial symmetry.

Fossils offer rare glimpses into our past. But many of these fragile artifacts face destruction each year from mining, construction, and erosion. In addition, private companies, individuals, museums, and universities all seek to unearth specimens to add to their collections. Laws protect many state and federal lands from the indiscriminate collecting of fossils. (Private lands are not covered by current or proposed laws.) The state of Iowa prohibits anyone from collecting fossils, stones, plants, and archeological material in parks, preserves, waterways, and lands owned by the state. There is a proposed federal law to limit collecting on federal lands to protect fossil resources.

Responsible professional and amateur collectors care for their specimens and record information about each one. Many collectors work with specialists from the Geological Survey, from universities and colleges, and form geological organizations to uncover more clues to our past. This cooperation and exchange of information contributes to our knowledge of Iowa.

Vocabulary:

Carbonized: all plants and animals, and some nonliving things, contain the element carbon, which sometimes remains after incomplete decay as hard black deposit.

Cast: when dead objects decay, they sometimes leave a cavity known as a natural mold. When this is filled by sand or clay or plaster, the cast duplicates the shape and surface of the fossil.

Concretion: hardened lumps of minerals deposited around seeds, shells, or rocks.

Coprolite: fossilized excrement that provides information about ancient creatures and their habits.

Crinoid: ("lily-like"): a group of marine animals also called sea lilies, belonging to the same family as starfish, sand dollars, sea urchins, and sea cucumbers. Certain crinoid species once thrived in Iowa's ancient seas.

Daemonelix ("devil's corkscrew"): a spiral-shaped fossil.

Echinoderm ("spiny-skinned"): marine animals with plates or spines that provide skeletal support. This group includes the crinoid and its relatives.

Erosion: the slow wearing away of the earth's surface, especially by wind, water, or glacial ice.

Fossil: the remains, impression, or trace of an animal or plant from a past geological age that has been preserved in the earth's crust.

Gastroliths: fossilized stones from the stomachs of animals, apparently swallowed to help grind and digest food.

Geology: the scientific study of the earth's surface and its physical features, especially rocks.

Index fossil: a fossil usually formed during a narrow period of time that is used to identify geologic formations on the surface and below the earth.

Invertebrate: animals without a spinal column

Matrix: the natural material in which a fossil, metal, gem, crystal, or pebble is embedded.

Mold: the impression or cavity left when a dead object decays or dissolves.

Paleontologist: a scientist who studies fossils and other ancient life forms form the geological past.

Petrified: a scientist who studies fossils and other ancient life forms from the geological past.

Pseudo-fossils: stones shaped by nature that resemble fossils.

Zoology: the science that studies animals and animal life.

continued

Procedures:

1. Discuss what is "old." How can you tell something old from something new?

2. Talk about change. People change as they grow older. The environment changes too. Discuss changes in nature caused by flood, earthquakes, or erosion. How do human activities such as farming, mining, or building change the environment? Imagine all the different ways the landscape of Iowa has changed over millions of years.

3. Have students share their natural history collections, such as feathers, leaves, seeds, shells, rocks, or fossils. Display them in egg cartons or shoe boxes. Plastic magnifiers are useful for observing small objects. Make rubbings of different kinds of bark and leaves.

4. Have students—alone or in groups—gather objects, sort them, then label them. Make a nature notebook that includes notes and drawings.

6. Have students write a report on Iowa's official state rock, the geode. Why was it made the state rock? How are geodes formed and where are they found in Iowa? Bring a geode to class and crack it open with a small hammer. What does it look like inside?

Make Your Own Fossils

1. Flatten out clay and make an impression with your hand or press in flowers, leaves, or shells. Remove them carefully and let them dry.

2. Fill a container with soil mixed with some clay. Add water and stir until the mixture is thick and can be molded. Stir in small items—shells, pebbles, twigs, feathers, or leaves. Shape a mudpie that completely seals in some of these small items. Allow mudpies to dry completely. Before you break them open, have students discuss how they think the "fossils" will turn out. Break them open and then label them. Make rubbings or plaster casts of them.

3. Cover an object like a shell, a leaf or a chicken bone with petroleum jelly. Mix together 1/2 cup plaster of Paris and l/4 cup water. Let the mixture set. Pour the plaster mix into an empty container—a pie plate or the bottom of a plastic milk jug. Press your greased object into the plaster. Dry for 24 hours. Remove the object. Cover the plaster with petroleum jelly and press clay over the mold. Then carefully remove the clay from the mold.

4. Put sand in different cups and stir in a few drops of different colors of tempera paint or food coloring. Let dry. Pour the colored sand into a large glass jar, alternating layers of different colors. Add small shells or pebbles along with the layers. Use a knife or stick to create valleys and mounds in the layers. Discuss how this model relates to Iowa's landscape.

Assessment of Outcomes:

Students will:

1. Gather objects and sort and label them to make a natural history collection or nature notebook for display in the classroom.

2. Explain to the class one or two interesting aspects about their collection or notebook with other class members.

Extensions and Adaptations:

1. Plan a trip across Iowa to see all the different geologic deposits. As a guide, use the geologic map of Iowa in **Landforms of Iowa** by Jean C. Prior or **Iowa's Natural Heritage** edited by Tom Cooper. With the help of these books, examine the locations of different deposits. Make a map showing your travels.

2. Make a display showing the different geological periods in Iowa history and what happened during the periods. Can you imagine what a million years is like? Can you imagine a million of anything? How would you depict the vast amounts of time involved in the history of life on earth?

3. Have students bring in rocks to examine and identify. Include among the "mystery minerals" quartz, hematite, talc, mica, calcite, graphite, and limestone. Use a rock and mineral field guide book as a reference. Number the samples, then analyze them for color, streaks, hardness, shine and weight. Spoon vinegar over them and see what happens (vinegar fizzes when it comes in contact with limestone and calcite.) After identifying the mineral samples, ask students what products the minerals can make. Examples: quartz/glass; hematite/red pigments in paints; talc/cosmetics; calcite/natural cement; mica/paint; limestone/buildings.

4. Mineral Hardness Scale:
Very soft: a fingernail scratches the mineral'
Soft: a penny scratches the mineral
Medium: a steel nail scratches the mineral
Hard: the mineral scratches glass

5. Ask students if they think the crinoid should be the official state fossil? If you think so, have them write a letter to a local legislator asking him or her to help you make it official.

Resources:

Recommended Reading

Cooper, Tom, Exec. Ed. *Iowa's Natural Heritage*. Iowa Natural Heritage Foundation and Iowa Academy of Science. Ames: Iowa State University Press, 1982.

Fenton, C.L. and M.A. Fenton. *The Fossil Book: A Record of Prehistoric Life*. Garden City, N.Y.: Doubleday & Co., Inc., 1959.

Iowa Dept. of Natural Resources, Geological Survey Bureau, 109

Trowbridge Hall, Iowa City, Iowa 52242–1319, 319–335–1575. Additional Education materials available upon request.

Prior, Jean C. "Fossils." *Iowa Geology 1993*, No. 18: pp. 14–19.

Prior, Jean C. *Landforms of Iowa*. Geological Survey Bureau. Iowa Dept. of Natural Resources. Iowa City: University of Iowa Press, 1991.

Prior, Jean C. "State Parks – Crossroads with the Geologic Past." *Iowa Geology 1989*, No. 14: pp. 9–13.

Witzke, Brian J. "Fossils: Evidence of Ancient Life in Iowa." *Iowa Geology 1983*, No. 8: pp. 4–9.

Witzke, Brain J. "Iowa's Ancient Seas." *Iowa Geology 1989*, No. 14: pp. 4–8.

Books & Articles: Primary-Intermediate Level

Allison, Linda. *The Sierra Club Summer Book*. San Francisco: Sierra Club Books, Little, Brown and Co., 1989.

Frankel, Lillian and Godfrey Frankel. *101 Best Nature Games and Projects*. New York: Sterling Publishing Co., 1959.

Kohl, Mary Ann F. and Cindy Gainer. *Good Earth Art, Environmental Art for Kids*. Bellingham, WA.: Bright Ring Pub., 1991.

Mathias, Marilynne W. and Robert A. Johnson. *Earth Below and Sky Above*. Syracuse N.Y.: New Readers Press, 1983.

Milord, Susan. *The Kid's Nature Book, 365 Indoor/Outdoor Activities and Experiences*. Charlotte, VT: Williamson Pub., 1989.

Ranger Rick's Naturescope: Diving Into Oceans. Geology — The Active Earth, National Wildlife Federation, 1412 16th St. N.W., Washington D.C. 20036–2266.

Riesser, Sharon and Linda Airey. "Will My Fossil Float?" *Science and Children*, 31 (Oct. 1993): pp. 42–43.

Rubin, Penni and Eleanora Robbins. *What's Under Your Feet? Earth Science For Everyone Activity Book*. U.S. Geological Survey (U.S. Dept. of Interior), Sup. of Documents, Washington D.C. 20402, 1992.

Schlenker, Richard M. and Sarah J. Yoshida. "Learning about Fossil Formation by Classroom Simulation." *Science Activities* 28 (Fall 1991): pp. 17–20.

Stein, Sara. *The Evolution Book*. New York: Workman Pub., 1986.

Van Deman, Barry A. "The Fall Collection." *Science and Children* 22 (Sept. 1994): pp. 20–21.

Books & Articles: Secondary Level-Adult

Anderson, Wayne I. *Geology of Iowa*. Ames: Iowa State University Press, 1983.

Brown, Vinson. *The Amateur Naturalist's Handbook*. Englewood, N.J.: Prentice-Hall, Inc., 1980.

Case, G.R. *A Pictorial Guide to Fossils*. New York: Van Nostrand Reinhold Co., 1982.

Gwynne, Charles S. "B.H. Beane and the LeGrand Crinoid Hunters." *Annals of Iowa* 35 (1961): pp. 481–485.

Hamblin, W. Kenneth. *The Earth's Dynamic Systems*. 4th Edition. Minneapolis: Burgess Pub., 1985.

Horick, Paul J. *Minerals of Iowa*. Iowa City: Iowa Geological Survey Educational Series II, 1974.

Norstrud, Karen Beane. "Crinoids in the Sugar Bowl: Remembering My Grandfather, Amateur Paleontologist B. H. Beane." *Palimpsest* 76 (Spring 1995).

Swaim, Ginalie. "Underwater Iowa — Where Graceful Crinoids Once Swayed in Ancient Seas." [photo essay] *Palimpsest* 76 (Spring 1995).

Troeger, Jack Clayton. *From Rift to Drift: Iowa's Story in Stone*. Ames: Iowa State University Press, 1983.

Wolf, Robert C. *Fossils of Iowa, Field Guide to Paleozoic Deposits*. Ames: Iowa State University Press, 1983.

(*Next to each resource below is the location where it can be found; AEA stands for Area Education Agency, SL is the State Library)*

Film, Video: Primary-Intermediate

At Home on the Barrier Reef, Video, 15 min., SL–VH12448, AEA–16413.

Life in a Tide Pool, Video, 13 min., AEA–19069.

Plant or Animal, Video, 15 min., SL–12768.

Rocks, Fossils and Earth History, Video, 16 min., AEA–52920.

Film, Video: Secondary-Adult

Building Bodies. (Marine Invertebrates). Video, 58 min., SL–VH9650.

Earth: Discovering It's History. Video, 15 min., AEA–237.

Echinoderms: Sea Stars...Relatives. Film, 12 min., AEA–44219.

"The Little Sioux River, Pt. 1." (*Land Between Two Rivers*; fossils). Video, 30 min., AEA–5387.

Life Below. (Marine Life). Video, 15 min., AEA–17638.

Magic in the Rocks. (Fossils). Video, 38 min., SL–VH13109; 60 min., AEA–19089.

Mysteries of the Hidden Reefs. (Marine Life). Film, 22 min., SL–MP3095.

Oceans. Video, 55 min., SL–VH9635.

Putting Flesh on Bones. (Fossils). Video, 36 min., SL–VH13110.

Rocks, Fossils and Earth History. Film, 16 min., SL-MP3057.

Sense of Place:
No River Too Wide—Bridges

Grade Level **5**

Weeks of Study **3-4**

Goals/Objectives/Student Outcomes:

This lesson will give students of the community a sense of place, providing a "bridge" to the past. The project will be accomplished through the interaction of community members with the students and the use of an interdisciplinary approach involving the social studies, math, science, music, art, and language arts teachers. It will enable students to see how different disciplines relate to each other and give them a real life foundation for their lessons.

Students will:

- **Look at the Des Moines River and its importance to the settlement of our county.**
- **Examine settlers' ingenious solutions to the problem of crossing rivers and their uses for these crossings.**
- **Appreciate advances in and advantages of the "modern" architecture of bridges.**
- **Develop a sense of ownership in the project by building their own model of the village.**
- **Use their creativity to write poetry and songs about their town.**
- **Share what they have learned with the community.**
- **Further develop their writing, math, science, art, music, and research skills through a community awareness project.**

Materials:

1. Storytellers and other volunteers from the community
2. County engineer
3. Parent chaperons
4. Science, math, art, music, and language arts teachers
5. Video camera to document project
6. Map of river or aerial view of community from the assessor's office
7. Materials to build replica of village: plywood, paint, brushes, paper mache, graph paper, pencils, glue, clay, etc.
8. Piano

Background:

The first village to be studied will be Douds where, our school is located. Even after the 1993 flood nearly devastated the town, the people in the community have a strong sense of pride. There are many local storytellers willing to visit the classroom and provide the students with stories about the area that will whet their appetites for research. The project will use the local bridges and river as the focus of study.

The land on which Douds was settled was purchased from the Sac and Mesquakie (Fox) Indians in the 1837 Second Black Hawk Purchase. When surveyors began their work many settlers already lived in the area. The town of Portland (Leando) already was established, and the area was noted for its fertile land and its location along the Des Moines River.

Leando, which is located directly across the Des Moines River to the south of Douds, was platted in 1834, 32 years before Douds. Originally known as Portland, the town's name changed in 1840 when the post office name became Leando.

Douds became a city in 1866. The Doud Brothers, Eliab and David, Jr., settled the area in 1843. Lots were laid out on both sides of an old territorial road that connected Fairfield, Iowa to the north and Memphis, Missouri to the south.

Residents originally believed that transportation would be easier if the Des Moines River were navigable year-round. The river was the primary mode of transportation for many years until the railroad made travel and the transportation of goods easier, faster, and more reliable.

The people of Douds were very interested in the construction of a railroad through their community. Eliab Doud gave the company the right to cross his land in order to get the railroad through town. The company built a station at the intersection of the tracks and what is now Main Street.

Before it was platted as a city, the community was called "Alexandria," after Alexandria, Ohio, where the Doud family had lived previously. But railroad officials began referring to the village as "Douds Station," and sometime later the postal department shortened "Douds Station" to "Douds."

A ferry operated between Douds and Leando until a bridge was completed in 1898. There was much opposition to the construction of the bridge by Leando residents who believed the bridge would mean an end to their business community. Unfortunately for Leando, they were correct, and today Leando has few businesses.

The Civil War divided the people of the area—with many of the founding fathers' sons fighting on the side of the North and Leando primarily siding with the South.

Procedure:

1. After general lessons on Iowa history, a more detailed selection is presented on The Villages of Van Buren County. A detailed sketch of each village is developed through student research and interaction with community members. Each year the lessons will focus on another one of the nine villages in the county.

2. Several "old-timers" and resource people visit the class to share information and stories about the Des Moines River, the bridge, and the importance of both to the area. The guest speakers help the students develop a sense of the notion of community and a perspective of what their town was like in the past.

3. The county engineer provides information regarding the importance of the bridge crossing and the class investigates the area for information on the original site of the bridge.

4. The science teacher works with students to examine the river itself.

5. To better understand historic changes in the area, students work together to reconstruct the original settlement using the river and bridge as the focal point. Students are divided into 4 groups covering past Douds, present Douds, past Leando and present Leando.
- Students work with the math teacher to develop a scale for the village, draw it on graph paper and transfer their plans from the graph paper to the plywood.
- Using the plans the art teacher works with students to create models of the four villages.

6. Through speeches, songs, poems, artwork and the model of the settlement, students develop and present the information they have gathered to the community, helping to maintain a true sense of place.
- To write poems students brainstorm ideas based on the facts they have learned about the community.
- The music teacher works with students to put some of their poetry to music.
- The results are recorded on videotape as a historic resource to be shared with others.

Assessment of Outcomes:

The project successfully provided students with the opportunity to explore and learn more about their area. It also was a vehicle for interaction among teachers, and between the school and the community.

Students had an opportunity to share with "old timers" from the community in an interesting and educational way.

By gathering information about topics such as early factories, feuds, skunk farms, crops, and transportation, students became familiar with the history of their own area. This was accomplished in an exciting and innovative way that gave students a more personalized history of the area.

Educators and community members worked together to make the project a success.

Students practiced skills in a number of disciplines, which allowed them to see how the information and skills learned in different classes can fit together.

Students presented their song at a school assembly.

Extensions and Adaptations:

Due to time constraints this year the model was a paper and poster board replica of the villages, but next year we hope to make three-dimensional models.

Next year the students will focus on another village and will videotape and document their findings. We will be creating a library of information on all nine villages in the county.

Resources:

History of Douds-Selma. The Van Buren County Historical Society, 1968.

Davis Pollock, local historian.

Clay Lanman, local historian and chairman for the Van Buren Chapter of the 1996 Iowa Sesquicentennial Celebration Committee.

Ralph Arnold, local historian.

Mary Muir, director of the Villages of Van Buren.

PRAIRIE *Voices...*

Sense of Place:

Red Tail Ridge Wetland Study Project

Grade Level **5**

Class Period

This year-long project is organized around an interdisciplinary theme. The project is outlined in this lesson design and actually encompasses over 30 individual lessons.

Goals/Objectives/Student Outcomes:

Fifth grade science and language arts students will study the Redtail Wetland Area along the Little Sioux River.

Students will:

- **Gain an understanding of the interdependence of all aspects of nature, the importance of healthy habitats, and the factors that cause changes in animal populations.**
- **Learn to appreciate the diversity of all living things.**
- **Develop research skills such as indexing, using resource materials, and classification by collecting samples of plant and animal specimens found in the wetland region.**
- **Develop communication skills that will include: speaking, listening, reading, writing and presenting information.**
- **Use a "real life" situation to observe, gather, and analyze data and to make predictions concerning wetland preservation in the future.**
- **Learn to embrace and understand immersion principals.**
- **Learn to carry out real and meaningful work and to participate in interactive learning situations.**
- **Demonstrate the ability to function in a philosophical classroom.**

Materials:

Equipment

1. Collecting nets
2. Sorting pans
3. Water collection devices
4. Cameras
5. Underwater viewers
6. Microscopes
7. Water quality test kits/ 1 per every 4 students
8. Thermometers
9. Waders and boots
10. Trundle wheel

Model

1. Graph paper
2. Frame materials
3. Plaster or alternate materials for model
4. Paints

Literature

1. Professional field guides
2. Wetland resource materials (available from the Department of Natural Resources)
3. Nature journals
4. Literature from 19th and 20th century naturalists
5. Environmental literature and stories

Other

Materials to build wood duck and bluebird boxes

Background:

During the 1994-95 school year the fifth grade science and language arts classes, in partnership with the Cherokee County Conservation Service, developed a comprehensive study of the Cherokee County wetland area known as Red Tail Ridge. The purpose of this study was to evaluate the present site and then consider options for additional restoration and development.

The full-scale project included studies of the area's water quality, water pollution, and the amount and diversity of invertebrates, vertebrates, birds, and plant life. We began immediate development by building bluebird and wood duck nesting boxes to be placed in the area. Long-term development and ongoing projects will be determined by the health of the habitat and the inclusion of technology-based research and authentic evaluation.

Wetland regions have decreased in Iowa at a deplorable rate. In recent years we have lost at least 90 percent of our original wetland regions. Drainage of these wetlands for agricultural and development purposes has depleted one of the most diverse ecological communities in our state. We are only beginning to realize the devastating consequences facing wildlife and our own loss due to the destruction of wetland habitats.

Cherokee County, where the school is located, has access to and maintains several wetland regions. The Redtail Ridge Area is a nearby wetland of particular interest to the Cherokee fifth grade class.

The science and language arts classes, in partnership with the Cherokee County Naturalist, propose that this project continue as a comprehensive study for educational and stewardship purposes. The students are learning about the environment with the help of community members and other resources. The implementation of the project is founded on environmental concerns and Sense of Place objectives.

Using local resources and developing a local wetland area increase the likelihood that the children will have a better understanding of stewardship and a commitment to the community. Historians, storytellers, artists, and environmental groups donate their time and services to help create a meaningful and interactive program for the students.

The project itself is completely centered around a "sense of place" philosophy. Children learn to respect and take care of their "place" when they establish a sense of belonging and begin to invest in an area. Central to this project's success is the development of lessons and rituals that allow the students opportunities to so invest.

Procedure:

1. During the course of the year, 130 students in the fifth grade class participated in five field trips to Red Tail Ridge. Students were divided into groups of 30 members and separated for individual English and science activities. Each group of 30 students was facilitated by two or three instructors or volunteers and lessons were presented to groups of 10-15 students. All lessons were interactive.

2. Activities included:
- water sampling for quality indicator
- invertebrate/vertebrate classification
- pollution identifiers
- Native American studies, literature, and constellation legends
- field identification of trees, grasses and wildflowers
- importance of the connections between natural ritual and the environment
- mapping
- wetland models
- photo studies
- art projects, observations and poetry, Sense of Place activities

3. In addition to the five field trips, students visited the Sanford Museum display on Mill Creek Natives, built bluebird, wood duck, and kestrel nesting boxes, documented changes in local environments, and developed a final presentation for the museum program board and community.

Assessment of Outcomes:

Students had a variety of learning experiences in the course of this project. We were able to successfully incorporate the following activities:

English
- Naturalist observations recorded in journal
- Journaling specific changes and cause/effect events
- Field identification: sample collection and recording

Indexing

Presentation of research in speeches, written stories, simulations, and demonstrations
- Photography displays of seasonal changes
- Team collaboration and processing of activities/reflective assessment
- Cherokee history and stories
- Native American studies and appreciation
- Discussion activities of environmental issues

Science
- Invertebrate classification
- Vertebrate classification
- Wetland dynamics/models, mapping
- Stewardship/environmental connections
- Scientific method/analysis in science journals
- Pollution controls

Food chain

Indexing, cataloguing, data organization
- Research/environmental posters, endangered species
- Presentation of research in a simulation exercise of a city council public hearing

Research

Extensions and Adaptations:

The entire fifth grade class developed a program and display presentation for the local Sanford Museum. Artwork, photography, poetry, field artifacts, and water samples were among the featured presentations. In addition, the students demonstrated a city council public hearing simulation concerning wetland endangerment.

Collaborators, including other educators, agencies, and organizations:
- Cherokee County Conservation Board
- Pheasants Forever
- Ducks Unlimited
- Division of Natural Resources
- Sanford Museum staff
- Soil Conservation Services
- Master Birdbanding Association
- Cherokee County School Board
- Dr. Jerry Kjergaard, Superintendent
- Mr. Larry Weede, Principal
- KCHE Radio Station
- The Chronicle
- Duane Kent, Bruce Hopkins, AEA staff

continued

Resources:

Michael J. Caduto and Joseph Bruchac. *Keepers of the Earth: Native American Stories and Environmental Activities for Children.* Golden, Colorado: Fulcrum, 1989.

Michael J. Caduto and Joseph Bruchac. *Keepers of the Animals: Native American Stories and Wildlife Activities for Children.* Golden, Colorado: Fulcrum, 1991.

Joseph Bruchac. *Thirteen Moons on a Turtle's Back: A Native American Year of Moons.* New York: Philomel Books, 1992.

Debra Frasier. *On the Day You Were Born.* San Diego: Harcourt Brace Jovanovich, 1991.

Chief Seattle. *Brother Eagle, Sister Sky.* New York: Dial Books, 1991.

Dr. Seuss. *The Lorax.* New York: Random House, 1971.

Toby Speed. *One Leaf Fell.* New York: Stewart, Tabori, & Chang, 1993.

Chris Van Allsburg. *Just a Dream.* Boston: Houghton Mifflin, 1990.

Rachel Carson. *Silent Spring.* Greenwich, CT: Fawcett Publications, 1964.

Henry David Thoreau. *Walden.* Philadelphia: Courage Books, 1990.

Lynne Cherry. *The Great Kapok Tree: A Tale of the Amazon Rain Forest.* San Diego: Harcourt Brace Jovanovich, 1990.

Shel Silverstein. *The Giving Tree.* New York: Harper & Row, 1964.

Jill Fairchild. *Trees, A Celebration.* New York: Weidenfeld & Nicolson, 1989.

Gay Matthaei. *The Ledgerbook of Thomas Blue Eagle.* Charlottesville, VA: Thomason-Grant, 1994.

John Gile. *The First Forest.* Rockford, IL: John Gile Communications, 1989.

For the literature and environmental portion of all activities, the following books written by Byrd Baylor provide excellent resource information: *Your Own Best Secret Place* (1979); *Hawk, I'm Your Brother* (1976); *I Am in Charge of Celebrations* (1986); *Everybody Needs a Rock* (1985).

In addition, numerous selections and project books were used from environmental agencies. Project Wet and Wild activities (available from the Department of Natural Resources, Wallace State Office Building, Des Moines, Iowa 50319) were included in the study.

Sense of Place:
Interdisciplinary Wilderness Unit

• Grade Level:
Middle School English, Heritage, & Earth Science classes

• Class Periods:
9 weeks

Goals/Objectives/Student Outcomes:

Through an interdisciplinary focus eighth grade teachers will work together to coordinate activities and give students an appreciation for their environment. By planning lessons based on the history, wilderness, and conservation of the Cresco area, students will be encouraged to see the interaction not only between the different subjects they study, but between the past, present and future of their town. Students will be given the opportunity to explore these ideas through their research, studies, teamwork, and hands-on learning. Another goal of the project is to involve community members in the educational process by encouraging them to share their expertise with the students.

The project will culminate with a field trip to wilderness areas, an old cemetery, and other local sites.

Specific subject area objectives:

1. ENGLISH
Students will:

- Value the study of their community and recognize their possible place in the community's future.
- Appreciate the presence of wilderness/nature in their community and acquire the skills to conserve nature for the future of their "place."
- See the connection between the various disciplines in school, and between learning inside and outside of the school.
- Develop the communication skills of listening, observing, reading, speaking, visualizing, and writing.
- Practice higher order thinking processes.
- Refine individual and cooperative learning strategies.

2. HERITAGE
Students will:

- Learn about prehistoric Native American life and sites in Iowa.
- Understand how Native Americans used their environment for food, clothing, and shelter.
- Recognize that a major problem in relationships between Native Americans and white settlers was the question of who should control land.
- Realize that people from many countries emigrated to Iowa to improve their lives.
- Recognize that the immigrants blended into the general population even though they settled in certain parts of the state.
- Realize that museums and towns currently help preserve certain aspects of
- European heritage by holding festivals and celebrations.
- Know the location of public lands and the work of the Department of Natural Resources (DNR) in Iowa.
- Develop an understanding of the history and purposes of local government.

3. EARTH SCIENCE
Students will:

- Study the soil, water, and vegetation of their local area.

Materials:

1. Articles focusing on ecological concerns
2. Stories emphasizing Native American relationship with nature
3. Environmental literature and stories
4. Soil surveys
5. Videos of national parks, areas of Iowa, wilderness areas
6. Materials to build terrarium
7. Plant cuttings
8. Pop bottles
9. Soil
10. Container (jar or coffee can)

Background:

Cresco, a city of 3,697, is located at the eastern edge of Howard County, a mainly agricultural area with a population of 9,967. This year's eighth grade class includes 165 students. The students are typical of Iowa's rural population, with few minority students. The district does have a diversity of ethnic groups, including many people of German, Norwegian, Irish, Czech, and Welsh heritage.

The English program emphasizes a whole language/writing, process/interactive approach to learning.

The heritage program was recently expanded from one semester to two, and now emphasizes state and local history and an active approach to learning.

The earth science curriculum is also student-centered with a great deal of student involvement. The staff in these three programs were the most instrumental in developing the "Wilderness" interdisciplinary unit, though most of the staff, the principal, and the support staff were active and helpful participants.

The three teachers involved in developing this project met at the beginning of the school year to discuss the possibility of interdisciplinary collaboration. The science teacher was very positive and the heritage teacher had been part of the National Geographic summer program. The program focused on interdisciplinary study and local history as well as on the five themes of geography, one of which is "place."

The teachers decided to center their interdisciplinary unit around a field trip that would include a trip to Hayden Prairie, Lidtke Mill, and Pleasant Hill Cemetery.

The eighth grade teachers were invited to a meeting to discuss the trip. Most of the teachers attended and shared ideas for involving their classes. The algebra teacher suggested giving his class of advanced math students an authentic problem-solving assignment—planning the itinerary for the field trip. In preparation for the field trip, the teachers planning the project took a tour of sites in December. They were joined by the P.E./health teacher, who lives near Hayden Prairie, and a volunteer from the community with expertise in science and conservation.

The teachers visited sites that relate to the environment, including quarries, rock piles, groves, hi-lines, deserted farms, and old school houses. They noted the mileage between sites and transportation time. They also toured the cemetery where they noted names, dates, designs, and other features. The heritage teacher is planning a cemetery scavenger hunt that will encourage students to speculate about historical data such as causes of death.

Planning for the "wilderness trip" continued throughout the school year. Speakers from the community were asked to come and talk to the students. Projects in all subject areas were ongoing and the teachers continued to coordinate their activities.

Procedure:

During the course of the year the field trip is planned by the earth science, heritage, and English teachers. All of the lessons shared below are designed to enrich that trip and prepare students to gain the maximum benefit from the project.

1. English

Students discuss the concept of "wilderness" and why it is so important.

Students build a bulletin board display of recent articles dealing with ecological concerns, brainstorm a list of topics, and choose one topic to research and to use as a essay topic.

Class views parts of videos showing scenes showing the beauty of national parks and Iowa. The students discuss the wilderness resources in our area.

Students listen to speakers who come to share the history of the wilderness and natural resources in our area and to discuss ways to conserve and preserve them. A short summary/reflection of the speakers' messages is assigned. Videos of the speakers are available for students to view.

Students read and research conservation topics.

Speakers share information with the students as the topic of nature is expanded to include the Native American attitude toward nature and the place of story-telling in their culture.

Students are divided into groups of 3 and given stories emphasizing the Native American relationship with nature (e.g., the Lakota story "The White Buffalo Woman and the Sacred Pipe," the Cherokee story "The Coming of Corn," and the Mandan story "The First Basket") to read and prepare for oral telling as a group.

Aldo Leopold, the father of conservation, is introduced as the theme is further expanded. His book, *A Sand County Almanac* and his habit of sketch journaling is shared and discussed with students.

Students watch a video about Leopold and his ideas.

The class then focuses on the essay, "The Good Oak." Students work in groups to count rings and use stick pins to help locate six "important" dates. They then report to the rest of the class on their choices as well as the age of the tree. (This can be either a diagram of a cross-section of oak or, if possible, an actual cross-section.)

The art teacher comes to the English class to work with the students on a lesson in sketch-drawing. Natural objects that might be encountered in the field trip—grasses, twigs, cones, and leaves—are used.

2. Heritage

After the study of Native Americans in the state, students turn to another component of Iowa History—immigration to Iowa and the state's different ethnic groups. Students focus on their own families and their background.

Students research their family histories through interviews with family members and the development of a family tree. If possible students visit the town, city, or farm where their parents or grandparents grew up.

continued

Students develop a stronger awareness of what is available in the state by acting as tour guides. They are asked to plan a two-week trip through Iowa for visitors from a foreign country. The objective is to learn as much about Iowa as possible in a short period of time. During the trip students must:

- Visit the birthplace or home of five historical persons, five state parks, five major industrial/manufacturing sites, and five celebrations or festivals.
- Prepare a day-to-day itinerary showing major roads traveled, number of miles traveled, and which major geographic section of the state is to be visited (e.g., northeast, southwest).
- List at least 12 counties that they traveled through by putting down the name of the county seat, major towns or cities in the county, and where the name of the county originated.

In preparation for the field trip and to learn more about their area and its history, students study the local cemeteries. A community member talks with students about his hobby of studying the cemeteries in the area.

Students learn about the local government through visits by community members.

The superintendent of schools talks with students about the evolution of school consolidation and presents his or her views of government in the school district.

The county treasurer talks about the history of the local court house and aspects of local government.

3. Earth Science

Students keep an environmental journal during several units involving the study of water, soil, and plant life. A rubric for evaluation includes a list of points given for each activity.

The water study portion of their work includes:

- Calculating the amount of water needed to prepare a holiday meal and also to prepare and consume the food for one day in their town.
- Analyzing a sample of their home tap water for pH, chlorine, iron, copper, and hardness.
- Discussing household hazardous products such as drain cleaner and varnish, and the problems of flushing such materials down the drain.
- Studying the wetlands to determine what has happened historically in Iowa and to better understand the value of the wetlands to the environment.
- Looking at a major study of water pollution—particularly nitrates— done at Big Springs Basin, an area near Elkader.

Many of the students live on farms and surveyed the soil where they live, using the Soil Survey of Howard County, Iowa, USDA, December 1974, and the Soil Survey of Winneshiek County, Iowa, USDA. A discussion of soil erosion with an emphasis on its effects on Iowa agriculture and recreation followed.

The study of plant life includes several components:

- Study of prairie plants using the new prairie planted on the school grounds and Wildflowers of the Tall Grass Prairie by Runkel and Roosa, Ames: Iowa State University Press, 1989.
- Building a terrarium for study of the water cycle. The plant cuttings are from the high school horticulture class. Students use a pop bottle as a container for rooting their plants in preparation for putting them in the terrarium.
- Study of the life of Ada Hayden, for whom the Hayden Prairie is named. The prairie is located approximately 15 miles from the school and is one of the sites on the field trip.

The last component of the project is a visit from an archaeologist employed at a local company, Bear Creek Archaeology. He talks with students about his work and shares his experiences and artifacts from digs.

Assessment of Outcomes:

For real interdisciplinary collaboration teachers need some common planning time and smaller classes. At this school in Cresco that may be possible next year.

The students were very interested in the guest speakers, who had first-hand knowledge and artifacts.

Resources:

Michael J. Caduto and Joseph Bruchac. *Keepers of the Earth: Native American Stories and Environmental Activities for Children.* Golden, Colorado: Fulcrum, 1989.

Michael J. Caduto and Joseph Bruchac. *Keepers of the Animals: Native American Stories and Wildlife Activities for Children.* Golden, Colorado: Fulcrum, 1991.

Aldo Leopold. *Sand County Almanac.* Oxford University Press, 1949.

A Prophet for All Seasons. Video.

People, Animals and the Environment. American Animal Welfare Foundation, 1993.

Linda Perkins. "Classroom Corner." *The Iowa Conservationist* (Jan/Feb 1995).

Don Sievers. "Classroom Corner." *The Iowa Conservationist* (May/June 1995).

Soil Survey of Howard County, Iowa. USDA. 1974.

Soil Survey of Winneshiek County, Iowa. USDA.

Sylvan T. Runkel and Dean M. Roosa. *Wildflowers of the Tall Grass Prairie.* Ames: Iowa State University Press, 1989.

Speakers:
Al Baxter, Howard and Chickasaw County Conservation Officer.

George Champlin, retired businessman who has spearheaded restoration projects like the opera house and the mill pond, and who is a proponent of community pride.

Harold Chapman, Howard County Conservation Director.

Don Conway, local funeral director and school board member who has done extensive study of local cemeteries.

Chris Fran, Howard County SCS technician and sportsman-conservationist.

Scott Shaffer, archaeologist employed at Bear Creek Archaeology, a local company that does archaeological digs.

Harold Munkel, Lime Springs retired farmer and sportsman.

Dale Reis, Lime Springs barber and conservationist-sportsman.

Teachers/helpers on the field trip:
Glenn Crossman, local resident knowledgeable about prairie and donor of Crossman Prairie to the state.

Ana Mae Davis, director at Lidtke Mill.

Pam Heidenreich, Howard County Naturalist.

Connie Hvitved, community volunteer with background in science, ecology and rural life development.

Roy Jones, sexton and member of Pleasant Hill Cemetery Board, to aid with learning projects at the cemetery.

Tour guide at Lidtke Mill.

Mary Stark, local resident knowledgeable about prairie.

Dale Vagts, local insurance agent and former science teacher.

Bob Vobora, regional soil scientist.

Housing

Grade Level **3-8**

Class Periods **2**

Goals/Objectives/Student Outcomes:

Students will:

- **Learn about the types of shelter that people have constructed to protect themselves, their possessions, and their activities.**
- **Understand the choices involved in the construction of such buildings.**
- **Learn about the effects of climate, topography, and architectural style on types of building materials and housing costs.**
- **Learn about the changing functions of buildings and rooms within buildings.**

Materials:

1. Newspapers with real estate advertisements.
2. Photographs of many kinds of buildings.
3. History books showing buildings from earlier times in our history.
4. Yellow pages in a telephone book showing the different kinds of companies, suppliers, and craft workers needed to construct a building.
5. Floor plans and architectural drawings of buildings.
6. Time to tour your town to see the buildings.
7. List of buildings in your state that are on the National Register of Historic Places.
8. Magazines that show buildings from other places.
9. Tour maps to historic and interesting buildings.

Background:

All people share a need for safe shelter. Of course housing becomes more crucial when the weather becomes more extreme. As earlier people gained more resources and time, types of shelter became more complex. Complexity also increased in specific architectural elements, including size, shape, internal arrangements of space and rooms, development of specialty rooms, and addition of color, detail, and ornamentation. Different choices of designs, materials, and styles provided wide variation in the appearance and uses of buildings. New skills were developed to care for buildings constructed of stone, brick, wood, and other materials.

Certain styles became popular and then waned. Occasionally the primary use for buildings—shelter from the weather—almost disappeared, and builders constructed impractical designs. Decoration and ornamentation sometimes can identify the era of construction and the builder's ethnic origin. Whether found locally or imported, building materials were manufactured and used in increasingly imaginative new ways. The story of how humans have provided shelter is one of the ways by which we can understand our history.

Procedure:

This thematic lesson plan is intended to introduce this particular topic to students. The activities are intended to introduce students to the process of inquiry that can be applied to the study Iowa history. In many cases the same activities can be used to explore the topic in a variety of Iowa history time periods. This lesson plan can also be used in conjunction with other topical areas in this curriculum.

These thematic lesson plans underscore basic skills such as reading, writing, communicating orally, and collecting reference sources. Many of the activities will give students practice in using higher skills as in reading, writing, communicating orally, collecting reference sources and using a library; distinguishing between primary and secondary sources; using charts and timelines; and developing vocabulary. The teacher can introduce higher level skills through these activities such as collecting information from a variety of sources through observation and questioning; compiling, organizing, and evaluating information; comparing and contrasting; drawing conclusions or inferences from evidence; considering alternative conclusions; making generalizations; recognizing points of view; understanding how things happen and how things change; recognizing how values and traditions influence history and the present; grasping the complexities of cause and effect; developing a chronological sense; and understanding events in context.

Activities:

1. Draw a picture of the building in which you live.

2. Draw a picture of your favorite room in the building where you live.

3. List all of the rooms in the building in which you live.

4. Compare the kinds of materials used to construct buildings today with those used at other times during the past 150 years.

5. Discuss why the buildings in your region have certain shapes and sizes. Would building shapes and sizes be different if you lived somewhere else?

6. Compare how rooms were used at earlier times with how rooms are used today.

7. Look at the want ads for real estate in a local newspaper and notice the variety of buildings for sale and their prices.

8. Discuss the specialized occupations necessary to construct a building, finish it, and furnish it.

9. Discuss whether a building would be different if you had to construct it yourself rather than hire someone to build it for you.

10. What buildings do we have today that would have been unknown 150 years ago? What buildings were known 150 years ago that we do not have today? Why?

11. List the tools, machines, and equipment necessary to construct a building. How do homes differ from business buildings?

12. List all of the specialized buildings that are constructed to contain only one function, activity, or role.

13. Discuss why we have so many rooms in our houses and what activities take place in each room. Why do we call the rooms in our houses the names we do?

14. Discuss the work of architects and how they influence what buildings look like.

15. Take a trip through your town and identify as many different styles, materials, colors, and functions of buildings as you can.

16. Visit a historic building and list the differences between it and a building constructed more recently.

17. Discuss the use of ornamentation and decoration on the outside and inside of a building.

Assessment of Outcomes:

1. List as many different kinds of buildings in your town as you can.

2. Draw a map that shows where to find these different kinds of buildings.

3. Draw a picture of a building that you would like to live in.

4. List everything needed to construct a building.

Extensions and Adaptations:

Most of the activities listed under procedures can be easily adapted to meet the learning needs of most students at various ages. Many of the listed activities can be used as art, music, writing, math, or science projects. Be sure to draw on teachers within your school and resource people in your community. The folklife section of this curriculum provides a list of community resource ideas.

Resources:

Contact the Iowa History Resource Center at the State Historical Society of Iowa for a list of books, videos, organizations and ideas for studying Iowa history. Write to: Education Coordinator, State Historical Society of Iowa, 600 East Locust, Des Moines, Iowa 50319.

Archaeology and Prehistoric Native Americans

Grade Level **5-8**

Class Periods **3-4**

Goals/Objectives/Student Outcomes:

Students will:

- **Distinguish between paleontology and archaeology.**
- **Learn how archaeology can help us learn about prehistoric Native Iowans.**

Materials:

1. Paper
2. Pencils or pens
3. Paper bags
4. Time line chart showing the geological ages represented in Iowa and illustrating the major plant and animal communities characteristic of each
5. Projector, screen, VCR, TV
6. Toy-sized dinosaur models
7. Various fossils of both plants and animals
8. Non-fossilized bone
9. Simulated artifacts such as projectile points, potsherds, bone tools, and fire-cracked rock, or illustrations of such objects
10. Slides of pollen grains, firepits, burial mounds, and excavated earth lodges, the Amana fish weir, and a fortification ditch (the Office of the State Archaeologist at The University of Iowa should be able to provide copies of these)
11. Cut-out magazine photographs of Native Americans, various categories of artifacts, extinct and modern animals, the pyramids and other famous archaeological sites throughout the world
12. Reconstructions or dioramas of remote geological times.

Background:

Vocabulary:

archaeology
Oto
history
Dakota
fossils
paleontology
sites
Ioway
Native Americans
Omaha
Indians
artifacts
Mesquakie
features
excavation
prehistory
Missouri

For both teachers and students the meanings of "paleontology" and "archaeology" are frequently blurred. Archaeology is often vaguely understood to be the study of rocks fossils, dinosaurs, arrowheads, or some combination of these.

As teachers begin their presentations on Native Americans in Iowa it is useful to make the distinction between paleontology—the study of past plant and animal life—and archaeology—the study of past human life.

While the methods and techniques of these two disciplines can overlap, particularly in recovering data through excavation, and although each has as its goal the study of the past, their subject matter is largely different.

In general the paleontologist excavates sites to recover fossilized forms of past plant and animal life. This information helps her or him to reconstruct the environment and its plant and animal communities at particular times in the remote past, as well as to trace changes in these communities over time.

The archaeologist excavates sites to recover the material remains—artifacts and features—left behind by past peoples. This data helps archaeologists to reconstruct where, when, and how people lived in remote times and to trace changes in human society over time. Although like the paleontologist the archaeologist may recover bone in the form of human skeletal remains and the remains of animals used by prehistoric people, this bone data is useful only as it pertains to understanding past human society.

Two major categories of data for the archaeologist are artifacts and features. Artifacts include all of the portable objects made or used by people in the past. These can be made from various materials—stone, bone, shell, pottery, wood, fiber, feather, and hair—although usually only the most durable, such as stone and pottery, survive.

Features are nonportable remains made or built by people and include fireplaces, houses, mounds, and ditches. Archaeologists excavate sites to study these types of features and gather information from them.

The geological record in Iowa is hundreds of thousands of years longer than the human record. Paleontologists who study the plant and animal life of these very ancient times usually are working with fossil remains. People, however, have been living in Iowa for only about 10,000 years. If human bones of that age were known in this area, they could be fossilized. But even though artifacts from this remote time period have been discovered in Iowa, no human skeletal remains this old have been discovered here.

Archaeologists find and excavate the locations where people lived in the past. These locations are called sites. In digging or excavating archaeological sites and recovering the artifacts and features found there, the archaeologist hopes to understand how, when, and where prehistoric Native Iowans lived.

Procedure:

The instructor might want to dress in the "outfit" of a field archaeologist or paleontologist—outdoor work clothes, boots, pith or "safari" type hat.

1. Begin by introducing the subject matter "Prehistoric Native Iowans." Ask who were prehistoric Native Iowans. The correct response should be or should be stated by the instructor as "American Indians."

2. Discuss the American Indian peoples who are known to have lived in Iowa about the time the first Europeans arrived. Explain how we know about these people and stress the written accounts of history. Refer to The Goldfinch, vol. 3, no. 4, pages 2-8.

3. Point out that Native Americans lived in Iowa thousands of years before Europeans first arrived, before we had written, historical records. This is the prehistoric period. Ask students how we know this? Introduce the role of archaeology. Refer to The Goldfinch, vol. 7, no.1, pages 7-8, 12-13.

4. Discuss what archaeology is. Distinguish between archaeology and paleontology. Display and discuss the geological time scale and emphasize that humans have occupied Iowa during only a very small, recent slice of time. Point out the long time separating the period of time when dinosaurs lived and the era when humans lived. Have the students read pp. 1-3 in Schermer.

5. Discuss excavation. Point out that both paleontologists and archaeologists excavate sites to recover items from the past. Stress that the items they recover tell us different things about the past. Use hands-on materials such as fossils, artifacts, recent bone, and dinosaur models, and visuals such as slides of pollen grains and archaeological features to illustrate and define the kind of data each type of scientist recovers.

Stress that the paleontological data allows us to reconstruct the plant and animal life in Iowa at very remote time periods. Emphasize that the archaeological data allows us to reconstruct the human life in prehistoric Iowa during the past 10,000 years. Refer to The Goldfinch, vol. 7, no.1, pages 4-6, 19.

6. View the video on The Ancient Site at Cherokee. Discuss archaeology and how it was used to reconstruct ancient human activities at the site. Hoyer's book provides guidelines for viewing this film with students.

7. Divide the class into small groups of four or five students each. Ask them to pretend that while they were at school on this day in 1995, a sudden earthquake destroyed the building and a subsequent mudslide covered it. Ask them to pretend that they are archaeologists of the future who excavate the site. Have each group make a list of artifacts and features that might be preserved from the catastrophe. Have the students share their findings and discuss how they might help to reconstruct life in 1995 if all written records of this time period were lost.

Assessment of Outcomes:

The final activity described above is a good way to evaluate students' understanding of what constitutes an artifact and a feature, what types of materials would be preserved in an archaeological site, and the limitations of interpreting the past without the aid of written records.

Rather than utilizing a written testing format, the instructor could devise some form of game to measure how well the students learned to distinguish between archaeology and paleontology. Such a game could be a form of archaeological/paleontological reconnaissance whereby half of the class becomes a group of Iowa paleontologists and half become Iowa archaeologists. Students could dress the part and even prepare a list of appropriate tools they might need if this were a real excavation. The instructor hides (buries) items and magazine illustrations appropriate to each discipline throughout the classroom. Each group is instructed to collect in their paper bags only those items appropriate to its field of study. A set period of time is provided for the two groups to recover the remains.

Discussion then revolves around what materials were collected by each team, why they are appropriate data for each respective discipline, and what they could tell us about the past.

Extensions and Adaptations:

The lesson could be adapted for both younger and older students. Instructors might wish to assign some additional readings, films, or filmstrips to older students, and those referenced in Schermer and Hoyer are again recommended (for example, *Motel of the Mysteries* by David Macaulay). Older student could watch or be asked to watch the first Indiana Jones film with an eye to critiquing it from the standpoint of an archaeologist or *Jurassic Park* as viewed by the paleontologist.

Younger students might be given a longer time to handle fossils, artifacts, and rocks, and to sort these out correctly as appropriate to paleontology or archaeology.

In a final exercise, discuss paleontology and archaeology as careers. Students could discuss the necessary academic credentials, potential jobs, tools and skills, and even the field clothing appropriate to each discipline.

A professional archaeologist and paleontologist visit the class on this day would reinforce the experience.

A visit to major fossil and archaeological sites in Iowa could be

continued

planned. Suggested spots include the Coralville or Saylorville fossil locations, Toolesboro mounds, Malchow Mounds near Kingston, Indian Cave site at Sugar Bottom, Ft. Madison, Effigy mounds, Wittrock Mill Creek Village near Cherokee, and the reconstructed Glenwood earthlodge. The Office of the State Archaeologist at The University of Iowa can provide information and direction to sites that allow public visitation.

With time and resources the teacher could prepare a garbage or sandbox excavation as described in Schermer's book. Other activities and resources from Schermer's and Hoyer's books are strongly recommended.

Examples from archaeology and paleontology provide an interesting way for instructors to illustrate the application of the scientific method. The methods used in archaeology can be made applicable to social and natural sciences, history, and social science curricula. A discussion of the scientific method is indispensable in beginning any presentation on prehistoric Native Americans, although instructors also should point out that the oral traditions of Native American groups provide other perspectives on their prehistoric past.

Resources:

The Ancient Site at Cherokee. Video, Iowa's P.A.S.T. series.

"Digging into Prehistoric Iowa." *The Goldfinch* 7 (September 1985).

"Early Explorers," *The Goldfinch* 12 (September 1990).

Lynn Marie Alex. *Exploring Iowa's Past: A Guide to Prehistoric Archaeology*. Iowa City: University of Iowa Press, 1980.

Julianne Loy Hoyer. *Teacher's Guide to Iowa Prehistory*. 3rd ed. Iowa's P.A.S.T, Office of the State Archaeologist, 1979.

Shirley J. Schermer. *Discovering Archaeology: An Activity Guide for Educators*. Iowa City: Office of the State Archaeologist, 1992. (Reproduced in Section 5 of the *Prairie Voices* notebook.)

Chart-an-Artifact

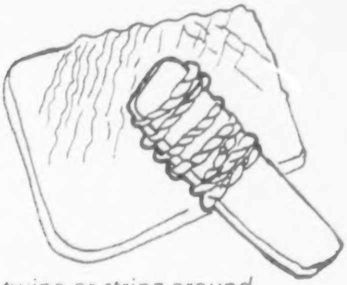
Artifacts are things that people make or use. A prehistoric artifact is a spear point. A modern artifact is a bicycle or a jacket. The chart shows what the artifact is used for, its name, and what it's made of. Can you fill in the missing blanks? The first one is given. There are many possible answers for modern artifacts.

USE FOR THIS	NAME OF PREHISTORIC ARTIFACT	MADE OF THIS MATERIAL	NAME OF MODERN ARTIFACT	MADE OF THIS MATERIAL
1. Crushing food	*mano and metate*	*stone*	*blender*	*plastic, metal*
2. Keeping body warm	*robes*		*coats, blankets*	
3. Playing games	*chunkey*			
4. Hunting		*stone, wood*		
5. Sewing clothes	*needle*			*steel*
6. Dressing up		*shells*		
7. Sheltering your family			*house*	
8. Weeding the garden			*hoe*	
9. Playing music		*bird bone*		
10. Storing food	*pottery*			

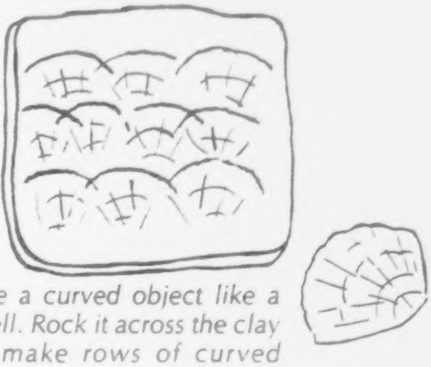
Chart-an-Artifact, page 19: Row 2. skins and furs. 3. round stones 4. spear point tied to a stick 5. pointed bone 6. beads 7. earthlodge: branches, mud 8. hoe: bone or shell attached to stick 9. flute or whistle 10. clay

Be a Prehistoric Potter

You can use simple objects like sticks and shells to make the patterns found on prehistoric pottery. First, shape modeling clay into a pot, or flatten the clay into 4-inch squares. Then experiment with different patterns. Create your own designs.

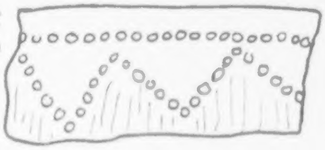


Wrap twine or string around a flat stick. Press the flat side against the clay.

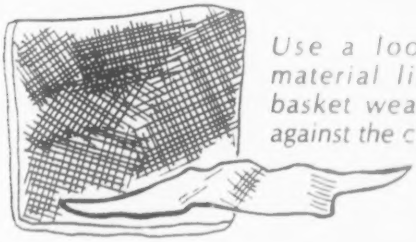


Use a curved object like a shell. Rock it across the clay to make rows of curved marks.

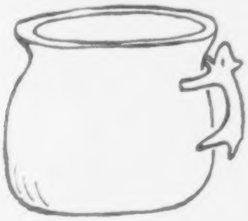
With your finger or a blunt stick, push small holes into the clay.



Mold a small amount of clay into an animal shape. Attach it as a handle to the pot.



Use a loosely woven material like burlap or basket weaving. Press it against the clay.



Kay Chambers

PRAIRIE voices...

People For the Land:
Native Americans in Iowa

Grade Level **3-8**

Class Periods **5-7**

Goals/Objectives/Student Outcomes:

The overall objective is to develop student awareness of Iowa's Indians. Many tribes have lived here, some have moved, and others still live here today.

Students will:

- **Identify Iowa's American Indian cultures and the similarities and differences in their ways of life.**
- **Create a research project, individually or in groups, integrating the areas of art, writing, science, music, math, literature, or home economics.**

Materials:

1. Reference materials
2. Other materials depending upon student projects

Background:

Many tribes have lived in Iowa since the first nomadic hunters were in the area 12,000 years ago. In the 1700s, the Ioway, Oto, Sauk (Sac), Mesquakie, Potawatomi, Winnebago, Omaha, and Dakota Sioux were the major tribes in this area. A tribe is a group of people who share a common land, language, government, and culture.

Unlike the racial stereotyping seen in movies and books, there was a great deal of cultural diversity between different Indian tribes. Different groups had different systems of government, different religious practices, and different women's roles. There also were many cultural changes resulting from contact with Europeans. Early changes occurred with the sharing ideas, goods, and lifestyles. Later changes resulted in conflict and loss.

The land that became Iowa was made up of eastern prairie with woodlands along the rivers and the high plains area in the west. Rainfall in the eastern prairie zone was sufficient for farming. Short grass (buffalo grass) grew in the drier high plains, a perfect environment for huge herds of buffalo. The farming tribes of the plains lived in permanent villages made up of earth or bark covered lodges.

Several related families lived in each lodge. Women did most of the farming. Common crops included maize (corn), squash, melons, gourds, sunflowers, and beans. Planting began in April and continued through June. The women also gathered nuts, berries, root vegetables, and honey and collected bark and cattails for weaving baskets and mats. The men hunted, fished, trapped, and protected the village from enemies.

The summer buffalo hunt was in June. Some people were left behind to care for the crops and protect the village. The people returned to the village to collect the harvest. Often another buffalo hunt followed the harvest. The tribe broke into smaller groups to hunt and trap. Winter camps varied in size from a few families to larger groups living in smaller dome-shaped lodges built in low-lying river valleys protected from the wind. In the spring, they returned to the summer village.

The Mesquakie (Meskwahki haki—Red Earths) lived in the forests of what is now Wisconsin and Michigan. The French mistakenly called them "Fox," which was the name of one clan within the tribe. After conflict with the French and their Indian allies, they fled to eastern Iowa in the 1700's and settled along the Mississippi River together with their allies, the Sauk (Sac). The two groups had a similar culture, which was a blend of Woodland and adapted Prairie customs, and spoke a closely related Algonquian dialect.

The U.S. government treated the "Sac and Fox" as a single nation and made a treaty with them in 1804 to give up all land east of the Mississippi. The Sauk continued to return to their summer village, Saukenuk, to plant their gardens in the spring. Several thousand people lived in this largest village (now Rock Island) located on the east side of the Mississippi at the mouth of the Rock River.

The government ordered the tribes to move west in 1831 but Black Hawk led some of his people back to Saukenuk the next spring. Troops were called in and fighting broke out. The army eventually captured and imprisoned Black Hawk. As punishment, both the Mesquakie and Sauk were forced to sign a treaty selling more land. Both tribes were moved to Kansas in the mid-1840s. In the 1850s, some Sauk and Mesquakie were relocated to the Oklahoma Territory.

In 1856 Mesquakie families on the reservation in Kansas combined their money and sold some of their ponies. With the permission of Governor Grimes, they bought eighty acres of land near the town of Tama in central Iowa. They were joined there by other families who had managed to stay in Iowa and they were reunited on land they legally owned. Today approximately 1,000 Mesquakies live on the Settlement, which has grown to 6,000 acres.

The Sioux were Plains Indians whose territory included land in Iowa and Minnesota west to Montana and from Canada south to Oklahoma. They depended on buffalo and other game for food. They also gathered nuts, root vegetables, fruits, and berries.

There are four branches of the Sioux. They call themselves different versions of the tribal name that means "allies." The Tetons use "Lakota," the Santees use "Dakota," and the Yanktons and Yanktonais use "Nakota."

Because of their different locations, their ways of life differed. The Lakota acquired horses and began following the buffalo and living in tipis. The Nakota began using horses in the 1700s but lived in villages of earth lodges along the Missouri River where they cultivated crops. The Dakota combined cultural traits of the Woodland and Plains Indians. They lived in wooded river valleys in bark-covered lodges, hunted buffalo in the tall grassland country of the Mississippi, and harvested the wild rice that grew in the northern lakes. They did not keep large numbers of horses.

The Dakota were divided into several tribes. The Santee, Sisseton, Wahpeton, and Yankton lived in Minnesota and northwest Iowa. European-American settlements spread into their territory between 1850 and 1870 taking over land and driving away game. There were outbreaks of violence. The Dakota sold the rest of their land in Iowa to the government in 1851. Many moved to Minnesota or the Dakota Territory.

The Sioux fought to defend their way of life but by 1890 no large Indian wilderness area remained free of white settlements. Today there are eight Sioux reservations in South Dakota, two in North Dakota, four in Minnesota, one in Nebraska, and one in Montana. There are also reserved lands in Canada.

Procedure:

Research and projects could focus on languages, powwows, common stereotypes, homes, use of resources, roles of women, foods and recipes, trade, music and musical instruments, storytelling and legends, games, toys, beadwork and decoration, sign language, picture language (pictographs and winter counts), Indian place names in Iowa, locations of different tribes in Iowa, migrations of tribes, tribal histories, comparing and contrasting cultures, childhood, the role of warriors, weapons, tools, everyday objects, famous leaders, how parts of a buffalo were used, creating maps of cultural groups, things to wear, medicine from plants, making paints, origin of tribal names versus names they were given by European-Americans, spiritual life, education of children, and looking at and analyzing recent children's books or other media about Indians or with Indian characters.

Assessment of Outcomes:

Contributions to class discussion.

Amount of participation in projects and effort of research, historical accuracy, understanding, and creativity.

Extensions and Adaptations:

Plan a field trip to a museum with American Indian artifacts.

Watch a movie in class and analyze the treatment of Indian characters.

Learn research skills in the school or community library or at a local or state historical society.

Prepare Indian food items and have a meal together.

Invite an American Indian speaker and prepare questions for discussion.

Create a bibliography of resources with student assessment. They could make recommendations of materials for different ages and grade levels.

Research and projects could be expanded to include examining the different Indian cultures in North America.

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SHSI, Ward Collection—Iowa City

"How One Learns"

A Mesquakie Woman's Life Story

Adapted by Jean C. Florman

In 1918, a Mesquakie woman told her life story to a historian. The woman did not want her name published, so her autobiography is anonymous.

*Here is part of her story. Some of the language seems unusual because it is an English translation of the Mesquakie woman's own words.**

Well, I played with dolls when I made them. Of course, I would do the cooking in my play. And then I made little **wickiups** [Mesquakie houses] for the dolls to live in. . . .

When I was perhaps seven years old I began to practice sewing for my dolls. But I sewed poorly. I used to cry because I did not know how to sew. Nor could I persuade my mother to [do it] when I said to her, "Make it for me."

"You will know how to sew later on; that is why I shall not make them for you. That is how one learns to sew, by practicing sewing for one's dolls," [said my mother].

Well, when I was nine years old I was able to help my mother. It was in spring when planting was begun that I was told, "Plant something to be your own." My hoe was a little hoe. And soon the hoeing would cease. I was glad.

When the girl asked her mother if she could

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*[Brackets like these] go around words we've added to the woman's story to make it easier to understand.

go swimming, her mother said, "Yes, but you must do the washing in the river."

"That is why I treat you like that, so that you will learn how to wash," my mother told me. "No one continues to be taken care of forever. The time soon comes when we lose sight of the one who takes care of us."

Soon I was told, "This is your little ax." My mother and I would go out to cut wood; and I carried the little wood that I had cut on my back. She would strap them for me. She instructed me how to tie them up. Soon I began to go a little ways off by myself to cut wood.

And when I was 11 years old I continually watched her as she would make bags. "Well, you try to make one," she said to me. She braided up one little bag for me. Sure enough, I nearly learned how to make it, but I made it very badly.

[My mother said,] "If you happen to know how to make everything when you no longer see me, you will not have a hard time in any way."

And again, when I was 12 years old, I was told, "Come, try to make these." [They were] my own moccasins. She only cut them out for me. And when I made a mistake she ripped it out for me. Finally I really knew how to make them.

At that time I knew how to cook well. When my mother went any place, she said to me, "You may cook the meal." Moreover, when she made mats I cooked the meals. "You may get accustomed to cooking, for it is almost time for you to live outside. You will cook for yourself when you live outside," I would be told.

When the young girl was 13, her mother and an older woman she called "grandmother" began teaching her how to behave as a young woman.

"Now the men will think you are mature as you have become a young woman, and they will be desirous of courting you," [my grandmother told me]. "If you live quietly [your brothers and your mother's brothers] will be proud. . . You are to treat any aged person well. . . . Do not talk about anyone. Do not lie. Do not steal. Do not be stingy. . . If you are generous you will [always] get something."

The woman who told her life story married at age 19. Two of her children died in infancy, and she outlived two husbands.

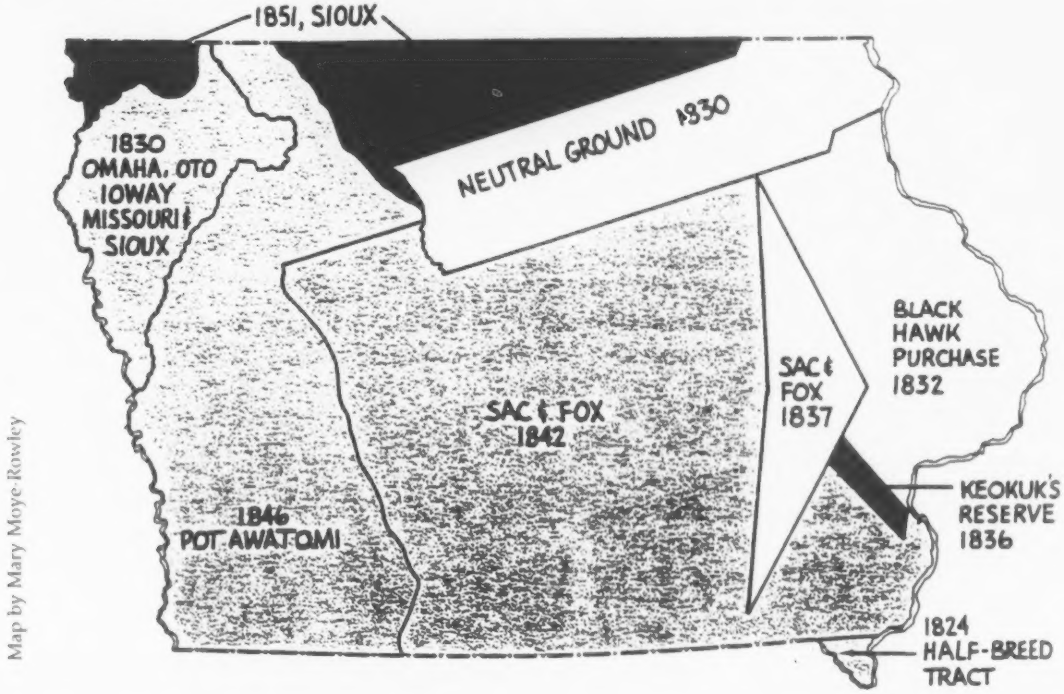
What do you think?

1. Who has the most influence on this Mesquakie girl? She never mentions her father in her story. Do you have any ideas why?
2. What kinds of things did Mesquakie girls learn when they were growing up? Why were these things important to learn? Was it all work and no play?
3. What do you think Mesquakie boys learned as they were growing up? Do you think boys and girls worked or played together?
4. What did this girl's mother mean when she said "the time soon comes when we lose sight of the one who takes care of us"?
5. How do you learn and play today? Who teaches you about life? Are boys and girls today taught different things? Do boys and girls today work at the same things and play together? Why or why not? ☼

FORCED OUT

Indian tribes in Iowa were forced from their land and homes in the mid-19th century. Indians and European-Americans had different beliefs about land and its ownership. Indians believed that land could not be owned by one person, or that it even could be bought and sold. Most Indians believed that land was shared by all people. **Treaties** (written agreements) took away all of the land from the Indians between 1824 and 1851.

Wild Rosie's map shows when the Indian tribes of Iowa gave up their land for annual payments of money called **annuities**. Much of Iowa was purchased by European-Americans for as little as eight cents an acre.



Map by Mary Moye-Rowley

1. When did the first land cession take place? ______
2. Which Indian tribes ceded their land in 1830? ______
3. The Potawattamie Indians ceded their land when? ______
4. Which tribe was the last to cede land? ______
5. In what part of Iowa did they live? ______

*Spelling at the time by European Americans. Today the two tribes prefer to be called Sauk and Mesquakie (Fox).

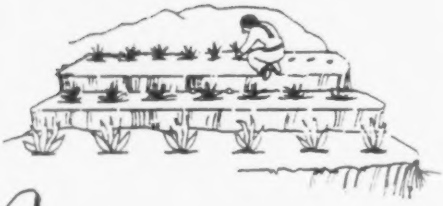
Indian Logic Game

Can you write the tribe names under the picture that represents them? Information on the Indian Tribes of Iowa Poster will help you. The tribes to choose from are: Winnebago, Sauk, Mesquakie, Ioway, Potawatomi, and Sioux.

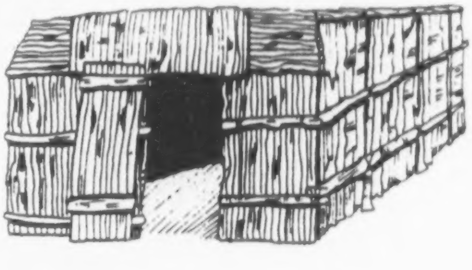
by Mary Flanagan

CLUES:

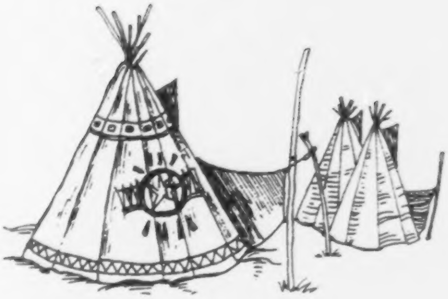
1. Tribes C and E were closely allied, but in fact were two separate tribes who often cooperated with one another.
2. Tribe D lived in neutral ground between other tribes while in Iowa. They were thought to be the ancestors of the Ioway Indians.
3. Tribe E's name means, "people of the yellow Earth."
4. Tribe B lived in teepees or earth lodges on the Great Plains and depended on the buffalo and other game for their food supply.
5. Tribe F's name means, "keepers of the fire." They never cultivated the land.



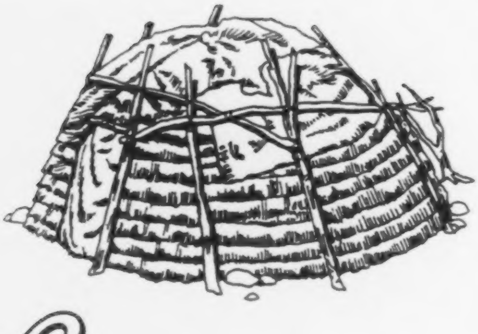
A ________________



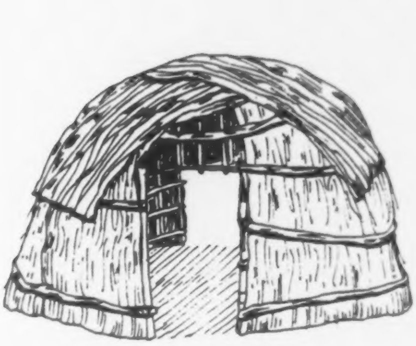
D ________________



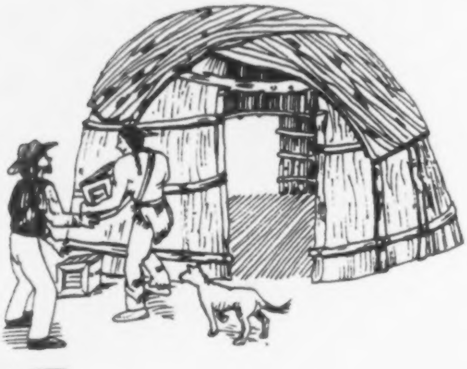
B ____________



C ____________

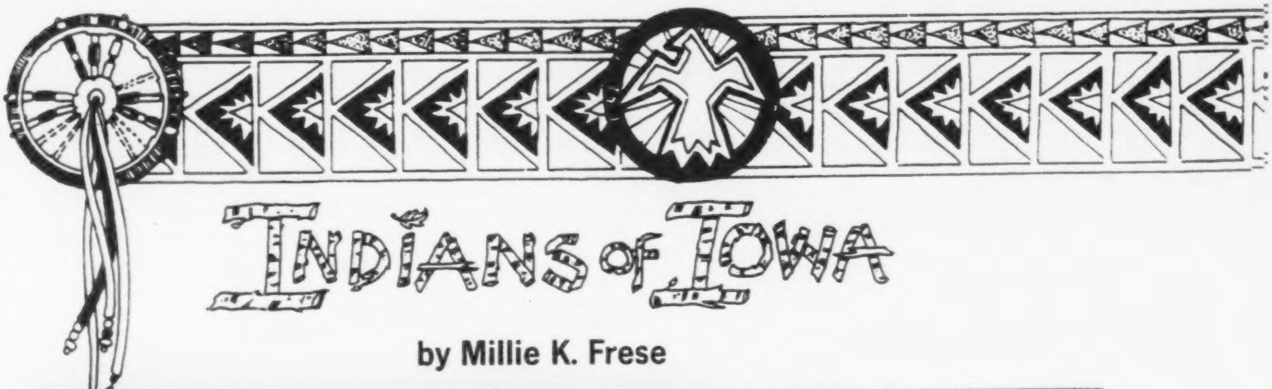


E ____________



F ____________

Illustration by Mary Moye-Rowley



INDIANS OF IOWA

by Millie K. Frese

Learn more about six of the many Indian tribes that have called Iowa [illegible]

Mesquakie children in ceremonial costume

Joan Liffring-Zug Collection, SHSI Iowa City

Illustration by Mary Moye-Rowley

IOWAY

White Cloud

SHSI

Many names of Iowa towns, counties, and rivers come from Indian words. The state itself gets its name from the Ioway tribe. Ioway means "sleepy ones."

Movement of Ioway Indians has been traced through territory spanning Minnesota, Wisconsin, Iowa, Missouri, Kansas, and Nebraska.

Living in small communities in wood-frame houses, the Ioway grew corn, beans, and squash on fertile river **terraces** (a platform of earth with sloping sides). The terraces protected settlements from floods while offering the Ioway an unobstructed view of the surrounding prairie. Women tended the gardens and performed household chores. Ioway men were skilled hunters and trappers.

When trade relations were established with the French, the Ioway no longer depended only on what they could make with materials from their environment. Iron and brass kettles and cooking vessels replaced traditional pottery. Factory ceramics acquired through trade also found their way into tribal use. Glass beads and cloth became part of the Ioway wardrobe.

The Ioway, described as peaceful, friendly people, welcomed missionaries and were open to religious teaching. They soon became allies of French traders. This made the Ioway enemies of other tribes who wanted to control trade and river transportation.

Ioway Indians moved their villages as buffalo and elk herds migrated and resources such as firewood diminished. They also moved when wars with other Indian tribes forced them into new territory.

Reduced in number and weakened by warfare and disease, the Ioway lived in southwestern Iowa and northern Missouri until the government forced them off their land. They were forced to live on reservation land in Kansas and Nebraska. Descendants of 19th-century Ioways live today in Oklahoma.

WINNEBAGO

When the French first encountered the Winnebago Indians in Wisconsin in 1632, the tribe was numerous and powerful. They called themselves *Hotcangara*, meaning "people speaking the original language." The Ioway Indians considered the Winnebago their ancestors.

The Winnebago unwillingly abandoned their Wisconsin villages to become residents of Iowa. Treaties between the United States government and Winnebago required the Winnebago to give up control of their territory in Wisconsin in exchange for reservation land in Iowa in what was known as the "Neutral Ground." The government promised yearly payments in cash and supplies if the Winnebago would move peacefully to the reservation. The government also promised to establish a military post in the area to protect the Winnebago from possible attacks by the Sioux, Sauk, and Mesquakie nations. By the time U.S. soldiers escorted the Winnebago to the Neutral Ground in 1840, more than one-quarter of the tribe had died in two smallpox epidemics.

Two Winnebago girls

SHSI

For their homes, Winnebago built rectangular bark lodges. Some of their lodges could house three families of ten people each. Animal skins were valuable and useful. They were made into clothing, moccasins, and household goods, or traded for foreign items.

Like many other Indian tribes, the Winnebago ate dried and smoked fish and meat, nuts, fruit, and roots. They raised squash, pumpkins, beans, and watermelons.

In 1846, just six years after settling in the Neutral Ground, the Winnebago were forced to give up all claim to their land within the Neutral Ground. The Winnebago were removed in wagons to a camp in Minnesota. Then they were forced to relocate to South Dakota, and finally to Nebraska. Others later returned to Minnesota and to Wisconsin reservations.

POTAWATOMI

According to legend, the Potawatomi (POT-ah-wot-a-mee) were originally part of a larger tribe living in the Great Lakes region which included the Ottawas and Chippewas. Their name means "keepers of the fire" or "fire nation."

When the Potawatomi met French traders, they traded fur pelts for European wares. Soon Potawatomi villages became trade centers where other tribes (including Sauk and Mesquakie) could trade.

Potawatomi Indians lived in summer villages where they planted gardens and gathered food. Hunting provided meat to feed the people and furs for trading. The tribe scattered for the winter and lived in hunting camps.

The Potawatomis turned more of their land east of Mississippi over to the U.S. government in the early 1800s. They were given small reservations and encouraged to farm. But the Potawatomi preferred their traditional ways and never cultivated the land. In a later treaty, the government agreed to clear and fence Potawatomi land, provide livestock and tools, then hire government workers to farm for the Indians. Eventually these farms were sold to European-American settlers or back to the government.

Most Potawatomis still lived in wigwams, but some built log houses.

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Several Potawatomis worked for the U.S. government as interpreters after attending mission schools.

After an 1833 treaty, the Potawatomi gave up all the territory they still occupied in Illinois, Wisconsin, and Michigan. They moved across the Mississippi River into northern Missouri. Later, the state of Missouri wanted this land for settlers and forced the Potawatomi into Iowa. They did not want to leave the fertile land in Missouri, nor did they want to settle so close to their former enemies—the Sioux.

The first Potawatomi arrived near the present site of Council Bluffs in 1837. The "keepers of the fire" lived in Iowa 10 years before the tide of European-American settlers forced them west. Reservations in Kansas and Oklahoma became home for the Potawatomi. ○

MESQUAKIE

The name "Mesquakie" which means "red earth people" comes from the color of the red soil of their homeland. At one point in their migration, the Mesquakie lived in the forests of what is now Wisconsin and Michigan. Seasons determined how they lived. During the summer months (May to September), the Mesquakie lived in villages located along major rivers in the center of tribal lands. Their homes consisted of poles covered with slabs of elm bark. Several families lived in each town house. Mesquakie women tended gardens near their summer homes. They also gathered food (wild berries, nuts, and roots) and collected bark and cattails for weaving baskets and mats.

Young Mesquakie boys learned to hunt small game with bows and arrows while the men hunted deer and elk and protected the villages from enemies.

Once the Mesquakie encountered European-Americans, they gathered pelts for trading. The Mesquakie bartered for cloth, glass beads, iron and copper cooking utensils, blankets, and guns. Winter also provided time for tribal elders to tell stories around campfires and for playing games.

SHSI, Ward Collection—Iowa City

Kwi-ya-me, a Mesquakie born in 1833

As European-American settlers moved west, the Mesquakie were forced to move to reservation land in Kansas. A few households stayed behind, setting up camps along Iowa rivers. In 1850, Mesquakies living on the Kansas reservation combined their money and sold many of their ponies to purchase land in Iowa, now known as the Mesquakie Indian Settlement near Tama. A "settlement" differs from a reservation because the Indians—not the government—own and control the land.

SAUK

The Sauk (Sac) or "yellow-earth people" once lived in what is now Michigan and Wisconsin. They became allies of the Mesquakie as the two tribes settled along the Mississippi River. They controlled hunting grounds in what is now western Illinois and eastern Iowa.

Several thousand people lived in Saukenuk, the largest Sauk village, located on the east side of the Mississippi at the mouth of the Rock River.

Like the Mesquakie, they moved to winter camps in the late fall. Food they grew, gathered, and hunted sustained them through the long cold months. Each spring the Sauk returned to Saukenuk and planted for the next harvest.

The Sauk and Mesquakie were the strongest tribes along the Mississippi River in 1800. In 1804 the U.S. government, which considered the "Sac and Fox" a single nation, made a treaty with the tribes calling for them to give up all land east of the Mississippi. The government offered gifts worth $2,000 and promised annual payments.

The Sauk, many of whom did not fully understand that they'd sold their land, returned to Saukenuk each spring to plant their gardens. Settlers continued moving closer, and in 1831 the government ordered the tribes to move west. The Sauk chief Keokuk advised his people to build new villages across the river in Iowa. Black Hawk, a famous Sauk, would not obey the treaty. He led his people back to Saukenuk the next spring. The army eventually captured and imprisoned Black Hawk. To punish the Sauk and Mesquakie for Black Hawk's failure to abide by the treaty, the government forced them to sign a treaty selling more of their land.

Conflict between tribes in Iowa territory occurred as the Sauk and Mesquakie competed for more hunting ground. Together they defeated the Illinois and drove Ioway from their main village. The U.S. government tried to stop the fighting by creating a "Neutral Ground" between the Sioux to the north and the Sauk and Mesquakie to the South. In the 1850s, some Sauk and Mesquakie were relocated to what is now Oklahoma.

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SIOUX

The Sioux (SOO) were Plains Indians whose territory included land in northern Iowa and Minnesota. They did not raise corn and vegetables like other tribes in Iowa. They depended instead on buffalo and other game for their food supply. Each fall they harvested wild rice growing in lakes. The Sioux lived in earth lodges or animal skin teepees which could easily be taken down and moved to new village sites as the tribe pursued buffalo across the plains.

The Sioux called themselves *Dakota* or *Lakota*, meaning "allies." The Dakota were divided into several tribes. The Santee, Sisseton, Wahpeton, and Yankton lived in Minnesota and northwest Iowa. The Ogalalas, Tetons, and Blackfeet lived farther west.

Like other Indians, the Dakota believed they came from the soil. Their legends say that their tribes lived on the plains thousands of years before Europeans explored the territory.

The Sioux initially welcomed traders, eager to obtain the blankets, guns, and tools they offered. War Eagle, a Sioux chief, helped Europeans select a good spot for a trading post near what is today Sioux City.

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A Sioux family travels in their wagon in South Dakota.

Sioux history records many wars. They often battled the Ioway, Sauk, and Mesquakie. Territorial disputes or revenge were frequent causes of wars.

European-American settlements closed in on Sioux territory during the years between 1850 and 1870. The Sioux resented pioneers, blaming them for taking their land and driving off game. Hopelessly in debt, the Sioux sold the rest of their land in Iowa to the government in 1851.

III. Migration and Interaction

Getting from Place to Place

Grade Level **5-11**

Class Periods **2**

Goals/Objective/Student Outcomes:

Students will:

- **Learn about methods of transportation used through history.**
- **Understand about the various types of power used to aid transportation systems.**
- **Learn about the environmental and ecological effects of different methods of transportation.**
- **Understand the choices made when implementing certain types of transportation systems.**
- **Understand the roles of technological invention and natural resources in developing transportation systems.**

Materials:

1. Newspapers and magazines, old and new.
2. Catalogs containing illustrations of vehicles.
3. Time to look at television and listen to the radio.
4. Maps of the state and city where you live.
5. Road atlases.
6. Topographical maps of the area where you live.
7. Books containing examples of transportation methods.
8. Salesperson's samples of vehicles for sale.

Background:

Means of transportation have changed dramatically during the past 200 years. In less than a century, technology has carried us from travel by foot or horse to automobile and airplane. Horses and other animals such as oxen, hauled people, produce, and manufactured items in two-and four-wheeled vehicles. The inventions of such mechanical devices as steamships, steam locomotives, railroad tracks, lock and dam systems on rivers, made it possible to move people and goods from place to place much more quickly than before. These inventions had a significant impact on European immigration to the United States as well as on migration within the new country. Steamships traveled from Europe to North America much more quickly than the sailing ships of earlier days. Trains carried passengers and goods to all parts of the country much more quickly and less expensively than wagon or keelboat.

Because of these technological changes, transportation routes also changed. No longer were people confine to rivers, river valleys, or flat land. Railroad tracks were laid through mountain tunnels and on trestles over broad valleys. In the 20th century the invention of the automobile and the airplane brought about additional transportation revolutions. With the aid of these vehicles, it became possible to travel from coast to coast in a matter of hours. Coupled with advances in communication techniques, improved transportation brought both people and information closer together. Even rural communities now became part of the American mainstream.

Procedure:

This thematic lesson plan is intended to introduce this particular topic to students. The activities are intended to introduce students to the process of inquiry that can be applied to the study Iowa history. In many cases the same activities can be used to explore the topic in a variety of Iowa history time periods. This lesson plan can also be used in conjunction with other topical areas in this curriculum.

These thematic lesson plans underscore basic skills such as reading, writing, communicating orally, and collecting reference sources. Many of the activities will give students practice in using higher skills as in reading, writing, communicating orally, collecting reference sources and using a library; distinguishing between primary and secondary sources; using charts and timelines; and developing vocabulary. The teacher can introduce higher level skills through activities such as collecting information from a variety of sources through observation and questioning; compiling, organizing, and evaluating information; comparing and contrasting; drawing conclusions or inferences from evidence; considering alternative conclusions; making generalizations; recognizing points of view; understanding how things happen and how things change; recognizing how values and traditions influence history and the present; grasping the complexities of cause and effect; developing a chronological sense; and understanding events in context.

Activities:

1. Describe the mode of transportation by which you arrived at school today.

2. Describe all of the types of transportation you have used in the past. Why was a particular type used at a specific time and place or for a certain purpose.

3. Draw or paint a picture of a vehicle used for transportation.

4. Display models of vehicles used for transportation.

5. Build models of vehicles used for transportation at earlier times in our history.

6. Write a story about transportation that does not involve a vehicle.

7. Prepare a bulletin board display using illustrations of various kinds of transportation systems used today.

8. Look at newspapers, television, and films and listen to the radio forexamples of how transportation vehicles or methods are being promoted and sold.

9. Discuss the various types of specialized clothing that are associated with certain types of transportation.

10. Discuss the various types of fuel associated with types of transportation—vehicular or otherwise.

11. Read descriptions of travel in literature.

12. Trace routes on maps using a variety of transportation methods.

13. Find examples of fine art that have a transportation theme.

14. Find examples of music that have a transportation theme.

15. Discuss the impact of topography on our transportation choices.

16. What dangers are associated with various transportation systems?

17. Discuss how speed and comfort influence our choices of particular methods of transportation.

Assessment of Outcomes:

1. List different methods of transportation people have used during the last 150 years.

2. Draw or paint a picture of a vehicle or method of transportation that is not used in the area where you live.

3. Display models of types of vehicles and explain where and when they were most commonly used.

4. Draw a map of a practical route from where you live to a destination on the East or West Coast.

5. List the types of materials needed to make a vehicle used for passenger transportation.

Extensions and Adaptations:

Most of the activities listed under procedures can be easily adapted to meet the learning needs of most students at various ages. Many of the listed activities can be used as art, music, writing, math, or science projects. Be sure to draw on teachers within your school and resource people in your community. The folklife section of this curriculum provides a list of community resource ideas.

Resources:

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Where People Come From

Grade Level **3-12**

Class Periods **2**

Goals/Objectives/Student Outcomes:

Students will:

- **Learn about the reasons that groups of people migrate from one place to another.**
- **Understand the ways in which people identify themselves as members of groups.**
- **Learn about the ways in which people who move adjust to new locations.**
- **Understand that differences of language, religion, and culture do not offset the similarities of human experience.**

Materials:

1. Printed versions of travel diaries.
2. Census reports showing countries and states of birth.
3. Telephone directories, old and new.
4. Histories of local communities.
5. Time to interview people in the community about where they came from and why they moved.
6. History text books, old and new.
7. Photographs of people in the process of moving.
8. List of organizations based on ethnic, racial, or religious memberships.

Background:

All Americans descend from people who have come from somewhere else at various times and under various circumstances. Many people in this country are descended from European immigrants, many of whom left Europe because of famine, war, revolution, religious persecution, or unemployment. Others are descendants of Africans who were forced to come here as slaves or indentured servants. In addition, many people in this country are descended from people who originated in other North or South American countries or in Asia.

Literally hundreds of reasons exist for people to leave one place and move to another. Sometimes when the people who moved here made new homes, they continued certain cultural practices that reminded them of their earlier homes. Perhaps they used their native language in schools, church, and special newspapers. They may have continued to wear traditional clothes, use customary tools, or prepare familiar food. Our state is a marvelous collection of diverse people, and we are lucky to have elements of these former cultures around us today.

Procedure:

This thematic lesson plan is intended to introduce this particular topic to students. The activities are intended to introduce students to the process of inquiry that can be applied to the study Iowa history. In many cases the same activities can be used to explore the topic in a variety of Iowa history time periods. This lesson plan can also be used in conjunction with other topical areas in this curriculum.

These thematic lesson plans underscore basic skills such as reading, writing, communicating orally, and collecting reference sources. Many of the activities will give students practice in using higher skills as in reading, writing, communicating orally, collecting reference sources and using a library; distinguishing between primary and secondary sources; using charts and timelines; and developing vocabulary. The teacher can introduce higher level skills through these activities such as collecting information from a variety of sources through observation and questioning; compiling, organizing, and evaluating information; comparing and contrasting; drawing conclusions or inferences from evidence; considering alternative conclusions; making generalizations; recognizing points of view; understanding how things happen and how things change; recognizing how values and traditions influence history and the present; grasping the complexities of cause and effect; developing a chronological sense; and understanding events in context.

Activities:

1. Look through the telephone book for your community and list the probable ethnic origins of the surnames found there.
2. On a map of your state, find the town names that seem to indicate the ethnic origins of the founders or the inhabitants.
3. List all of the reasons why people might leave their homes

and move elsewhere.

4. List all of the attractions in other places that might cause people to want to move to a specific area.

5. List all the advantages there are in moving to a new place.

6. List all the disadvantages there are in moving to a new place.

7. Discuss what sorts of things people retain when they move.

8. Discuss what sorts of things people change when they move.

9. Discuss how newcomers can act to fit easily into the new community smoothly.

10. Discuss actions people already in a community might take to make newcomers feel welcome.

11. Discuss what sorts of things people do to make new people feel unwelcome.

12. Write a report about all the different attitudes people display towards strangers.

13. Draw a picture or make a model of the means of transportation people use to move from their homes to new homes.

14. Make a chart of the ways in which people come in contact with one another in your community. Then evaluate how easily newcomers might be able to fit into these patterns.

15. On a map of the world, mark the countries from which people came to live in your community.

16. Make a table of the dates when people moved from other countriesto your community.

17. Find illustrations of people voluntarily moving from one place to another.

18. Find illustrations of people involuntarily moving from one place to another.

19. Write a fictitious diary of someone your age who lived 100 years ago and who moves from home to a strange place.

20. Write a story about a person who is having a hard time forgetting her or his old home and adjusting to a new home.

21. Write a report about the ways people identify themselves to others and why they might choose these ways.

Assessment of Outcomes:

1. List of all of the places of origin for people in your community.

2. Draw a map that shows the places in the world from which people came to settle in the United States.

3. Write a report about why people left their homes and moved a hundred years ago and contrast those reasons with the reasons people move today.

4. Make a chart of the different means of transportation that people use to move.

5. Draw a map that shows the routes people traveled in the 18th- and 19th-century United States.

Extensions and Adaptations:

Most of the activities listed under procedures can be easily adapted to meet the learning needs of most students at various ages. Many of the listed activities can be used as art, music, writing, math, or science projects. Be sure to draw on teachers within your school and resource people in your community. The folklife section of this curriculum provides a list of community resource ideas.

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Names

Grade Level **3-12**

Class Periods **2**

Goals/Objectives/Student Outcomes:

Students will:

- **Learn about the origins of surnames.**
- **Learn about the origins of names for towns, cities, counties, states, and people.**
- **Understand the ways in which nicknames are created and used.**

Materials:

1. Outline map of the county
2. Outline map of the state
3. Dictionary
4. Telephone book
5. Paper and pencils or pens
6. Iowa Department of Transportation road map of Iowa

Background:

Names of communities often are taken from natural features of the landscape, original settlements, Native American words and names, and important local events. Counties and towns have been named after United States presidents and other noted politicians, famous military heroes and battles, and even leaders from other countries. Of course, the origins of some place names are inexplicable. Occasionally a geographic name will be unique.

Just as the names of towns and counties derive from a variety of sources, so do the surnames of people. A person's last name may come from an occupation, an ancestor's place of origin, a physical characteristic, a nickname based on a personality trait, or a position of social status. The same name may appear quite differently in different languages. For instance, the common English name, Smith, is equivalent to Kovac in Czech and Kuznetzov in Russian.

Procedure:

This thematic lesson plan is intended to introduce this particular topic to students. The activities are intended to introduce students to the process of inquiry that can be applied to the study Iowa history. In many cases the same activities can be used to explore the topic in a variety of Iowa history time periods. This lesson plan can also be used in conjunction with other topical areas in this curriculum.

These thematic lesson plans underscore basic skills such as reading, writing, communicating orally, and collecting reference sources. Many of the activities will give students practice in using higher skills as in reading, writing, communicating orally, collecting reference sources and using a library; distinguishing between primary and secondary sources; using charts and timelines; and developing vocabulary. The teacher can introduce higher level skills through these activities such as collecting information from a variety of sources through observation and questioning; compiling, organizing, and evaluating information; comparing and contrasting; drawing conclusions or inferences from evidence; considering alternative conclusions; making generalizations; recognizing points of view; understanding how things happen and how things change; recognizing how values and traditions influence history and the present; grasping the complexities of cause and effect; developing a chronological sense; and understanding events in context.

Activities:

1. Write your full name.
2. Write the name of the town or city, the county, and the state where you live.
3. Discuss the differences between first and last (surnames) names, and also the uses of middle names.
4. Discuss the use of Roman numerals after names and the use of the word "Junior."
5. For each student name, look in a telephone book for other people who have the same first name and surname.
6. Look at a map for other towns and counties with the same name as the town and county where you live.
7. List names of people that derive from occupations.
8. List names of people that derive from where people lived.
9. List names of people that derive from physical characteristics

and ways of behaving.

10. List first names of people that derive from religious beliefs.

11. List names of towns and counties that derive from Native American Indian words.

12. List names of towns and counties that derive from the names of trees, birds, animals, flowers, and other elements of nature.

13. List names of towns and counties that derive from compass directions.

14. List names of towns and counties that derive from colors.

15. List names of towns and counties that are identical to the names of Presidents of the United States.

16. List names of towns and counties that are the same as the names of states in the United States.

17. List names of towns and counties that are the same as the names of cities in other countries, or the names of other countries.

18. List names of towns and counties that derive from natural geographic features.

19. On an outline map of your own county, locate the names of all the towns, cities, and townships.

20. On an outline map of Iowa, locate the names of the towns, cities, and counties listed in the above exercises.

21. List as many occupations as you can that are not used as the basis for surnames that you have heard of.

Assessment of Outcomes:

1. Each student should contribute at least one name to each category mentioned in the above exercises.

2. Each student should locate on a map at least one name from each category mentioned in the above exercises.

3. Each student should define the origin of her or his surname.

4. Each student should define the origin of his or her first name.

5. Each student should name at least one occupation that is used as the basis for a surname.

Extensions and Adaptations:

Most of the activities listed under procedures can be easily adapted to meet the learning needs of most students at various ages. Many of the listed activities can be used as art, music, writing, math, or science projects. Be sure to draw on teachers within your school and resource people in your community. The folklife section of this curriculum provides a list of community resource ideas.

Resources:

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African-American Iowans:

1830s to 1970s

Grade Level **5-8**

Class Periods **4-5**

Goals/Objectives/Student Outcomes:

Students will:

- **Explain how African Americans, despite their small numbers in the state of Iowa, have been a part of Iowa history since before statehood and have contributed to the social, political, cultural, and economic evolution of the state.**
- **Be introduced to the accomplishments of African Americans in Iowa history**
- **Explain how legal and illegal discrimination has affected African-American Iowans and how African-American Iowans succeeded in overcoming discrimination and racism.**

Materials:

1. Art materials for poster
2. Props for play (optional)
3. Blackboard

Background:

Iowa's first African-American residents were slaves who had been brought here illegally by European Americans in the 1830s. African Americans also came on their own to escape slavery. In the 1840s they found work in the Dubuque lead mines. In the river towns of Burlington, Davenport, Keokuk, and Sioux City, they worked as deckhands on ships that traveled on the Mississippi and Missouri Rivers. Most African Americans were drawn to Iowa and other northern states hoping to gain a better education, higher wages, and a better way of life.

Iowa's early laws made it difficult for African Americans to settle here. They were required to post a $500 bond and present a Certificate of Freedom. They also were denied the civil rights European- American settlers received. In 1851, for example, Iowa passed laws that excluded African Americans from voting or holding seats in the General Assembly.

Although most Iowans didn't view African Americans as equals, most residents did oppose slavery. Several Iowa towns housed stops on the Underground Railroad, a secret escape route for slaves during the 19th century. After the Civil War and the Emancipation Proclamation, former slaves came to the Midwest, settling in already established African-American communities in southeastern and western Iowa. They had few choices of work—mainly unskilled or semi-skilled labor. In the mid 1860s African-Americans worked for railroad companies laying tracks across the country, including Iowa. Later they worked as waiters and porters on the railway cars. Because of their race, however, they were not hired for better-paying positions such as engineers and conductors.

By the 1880s many African-American Iowans moved from rural areas to cities and worked as hotel porters and doormen, waiters, cooks, maids, and barbers. Some started their own businesses. Others worked as doctors, lawyers, pharmacists, and school teachers. They served the needs of their communities when many European Americans would not.

Around the turn of the century, numerous African Americans found jobs in southern and central Iowa coal mines. A well-known coal mining community was Buxton, where many ethnic groups lived in harmony until the mines closed and the community was abandoned in the 1920s.

Civil rights issues became increasingly important in this century. To combat inequality and violence against African Americans, the National Association of Colored People (NAACP) was organized in 1909. Iowa's first chapter, in Des Moines, was organized in 1915. By 1947 chapters existed in at least 12 cities. To help younger African Americans, NAACP youth councils were organized for those 12 to 21 years old.

African-American travelers often were refused rooms in Iowa's hotels. African-American churches enlisted the support of church members who allowed travelers to stay in their homes. In 1954 Cedar Rapids businessman Cecil Reed and his wife, Evelyn, opened the Sepia Motel for people of all races.

By the 1950s and 1960s, many restaurants and hotels still discriminated against African Americans. In 1947, civil rights leader Edna Griffin sued a downtown Des Moines drugstore because it refused to serve her at the lunch counter. The drugstore was found guilty of violating the state's civil rights law and was find $50. The owners appealed the court's decision, and the case went to the Iowa Supreme Court. On December 13, 1949 the high court ruled in Griffin's favor. Griffin had won her case, but many Iowa businesses continued to discriminate.

The same year that Edna Griffin sued the Des Moines drugstore, the Iowa Legislature shot down a civil rights bill. Sixteen years later, the Iowa Legislature passed the first civil rights bill since 1892. This act, "The Iowa Fair Employment Practices Act," made it illegal for businesses to discriminate against employees or job applicants.

In 1964 the U.S. Congress passed The 1964 Civil Rights Act. It would be another year until the Iowa Civil Rights Act of 1965 became law. Among other things, this act created the Iowa Civil Rights Commission. This organization investigates discrimination complaints filed by African Americans and other minorities.

Some of Iowa's cities organized human or civil rights commissions in the 1960s and 1970s to combat discrimination. The Iowa Civil Rights Act became law during the national Civil Rights Movement of the 1960s and 1970s. African-American Iowans supported this national cause as they worked to gain civil rights in their home state.

Procedures:

Procedure 1: Overview—1/2 class period
Share and discuss the time line and background information with students. Discuss why African Americans came to Iowa, what they found when they arrived, and what they did once they got here. Write population numbers (see attachment) on the board and discuss the numbers. What do they mean, what are their significance, etc. Is there power in numbers? Why and how?

Instruct students to make a poster that depicts life in Iowa as an African American at a specific period of time. They should base their drawings on the discussion of the timeline and background information.

Procedure 2: Discrimination and Prejudice—1 class period
Discuss laws that have discriminated against African Americans throughout Iowa history, as well as the laws that were meant to end discrimination. Trace these laws through history by writing them in chronological order on the black board. A list of important laws is attached. Ask students to discuss how Iowa laws have discriminated against African Americans.

Encourage students to discuss times when they have been discriminated against because of race, gender, religion, etc. Ask them if laws today protect all citizens and if prejudice and discrimination exist today. (This would be a good place in introduce the "Brown Eyes, Blue Eyes" exercise discussed in the Extensions and Adaptations section).

Procedure 3: Biography and Overcoming Discrimination—2 class periods
DAY 1:
Divide students into groups. Have each group read one of the attached biographies of an African-American Iowan and answer the following questions:

1) What did this person accomplish in his/her life?

2) How was this person discriminated against?

3) What did this person do about the discrimination he/she faced?

4) Do you think all African-American Iowans were able to overcome discrimination before there were laws meant to protect all citizens?

Each group should present their person to the rest of the class, sharing the information gathered from answering the above questions.

Have students complete the attached map exercise to learn more about African Americans and African-American communities in Iowa history.

DAY 2:
Organize a performance of "The Fight For Equality," an attached play. Students who don't have acting parts may be in charge of props and costumes. Some students may be audience members. Have these students write a review of the play. If possible, invite parents and others to view the performance.

Procedure 4: Taking Care of Business—1 class period
Share and discuss the "Spreading the News" attachment. Discuss the importance of newspapers and other forms of communications and why African-American Iowans established their own newspapers. Reproduce copies of the "Newspaper Slogans" attachment. Divide students into groups. Assign each group a slogan or two to interpret, allowing them to use a dictionary. Ask them to decide why the newspaper owners chose a certain slogan. What do the slogans mean? What purpose do slogans serve?

Assessment of Outcomes:

Students will:

- develop a poster depicting life in Iowa for African Americans, basing the poster drawings on attached timeline information.

- trace anti-discrimination laws in either written or oral form.

- work in groups to select one biography about one African-American Iowan. Students in each group will read the biography, discuss it with other group members, and then present to the class a group oral report about their subject.

Extensions and Adaptations:

Organize the activity "Brown Eyes, Blue Eyes." This is a two-day exercise that can be put into place at any time. See "African-American Iowans, 1830 to 1970s," *The Goldfinch* 16 (15, or the book A Class Divided by William Peters, for instructions. At the end of the exercise have each student write an essay about how it felt to be discriminated against.

Encourage each student to conduct an oral interview with an African American in his/her community and then write an essay about the person's life. As a class, determine what questions are important to ask the interview subjects. Combine all essays into a book and donate it to the public library or local/county historical society. Ask a local business to donate funds for photocopying and binding.

Have students write poems or stories from the attached vocabulary list.

Read and discuss articles from "African-American Iowans, 1830s to 1970s," The Goldfinch, Volume 16, No.4.

Resources:

"African-American Iowans, 1830s to 1970s." *The Goldfinch* 16 (Summer 1995).

"Blacks in Des Moines." *The Goldfinch* 10 (November 1988): 20.

"A Father Fights for Equal Rights." *The Goldfinch* 2 (April 1981): 10.

"History Makers: Underground Railroad." *The Goldfinch* 9 (November 1987): 30.

continued

"Separate School: Education for African Americans." *The Goldfinch* 16 (September 1994): 6-7.

"African-Americans in Iowa's Past," brochure produced by the State Historical Society of Iowa, Des Moines.

Bergmann, Leola. *The Negro in Iowa*. Iowa City: State Historical Society of Iowa, 1969.

Hawthorne, Frances E. "African Americans in Iowa, 1830-1992: A Chronicle of Contributions," document produced with a grant from the Iowa Humanities Board. Copies available at SHSI libraries.

Robert V. Morris, editor. *The Iowa Bystander*, February 1994. Copies available at SHSI libraries.

Timeline

1830 & 1840s: African Americans who came to Iowa in the 1830s and 1840s hoped to find a better life. But Iowa has not always been a haven for all African Americans. There were laws, known as "Black Codes," that said African Americans could not settle in Iowa unless they could prove they were not slaves. African-American children were banned from many schools organized by European-American settlers. Despite these obstacles, life in Iowa was better than life in the South, and African Americans continued to settle along the Mississippi and Missouri Rivers.

1860s: The early 1860s were a time of conflict in the United States. The Civil War divided the nation between 1861 and 1865. African-American Iowans were among abolitionists who directed runaway slaves to freedom on the Underground Railroad. After the Civil War, most African Americans worked as laborers. In 1867, African-American Iowans organized and lobbied to have the Black Codes repealed.

1880s: African-American communities sprung up in Iowa's cities where African Americans continued to organize churches and social and professional clubs. Iowa's first African-American newspaper was published in Corning in 1882. In 1884, the Iowa Legislature passed a Civil Rights Act outlawing discrimination in some public places. Most European Americans ignored this law for decades.

1900s: By 1900, thousands of African Americans had come to Iowa to replace striking coal miners in southern and central Iowa. The coal mining community of Buxton was organized in Monroe County in southern Iowa. Here African Americans and European Americans lived and worked together peacefully. African Americans operated stores, clubs, schools, churches, law firms, and newspapers and served as law enforcement officers. The town had a YMCA, a roller skating rink, and a baseball team.

1930s: The Great Depression swept across the country. Iowans felt the strains of economic hardship. In 1930, about half of Iowa's African-American population was employed. Those who had jobs worked primarily in meat packing plants and coal mines and as janitors and housekeepers. In 1939, Luther T. Glanton, Jr. enrolled as the first African-American law student at Drake University in Des Moines. He was not allowed to live or eat on campus. In 1958, Glanton became Iowa's first African-American judge.

1960s & 1970s: By 1963, the Civil Rights Movement was underway throughout the country. African Americans continued to demand equal rights under the law. Slowly, others began to listen. African-American Iowans joined the demonstrations in Iowa. They continued their involvement with organizations such as the National Association for the Advancement of Colored People (NAACP). The Iowa chapter of the Congress of Racial Equality (C.O.R.E.) was organized in Des Moines in 1963. In 1964, James H. Jackson of Waterloo and Willie Stevenson Glanton of Des Moines, became the first African-American man and woman to be elected to the Iowa General Assembly.

Population Figures*

1840: African-American population in Iowa: 188
Total Iowa population: 43,112

1860: African-American population in Iowa: 1,069
Total Iowa population: 674,913

1880: African-American population in Iowa: 9,519
Total Iowa population: 1,624,615

1900: African-American population in Iowa: 12,693
Total Iowa population: 2,231,853

1930: African-American population in Iowa: 17,380
Total Iowa population: 2,470,939

1970: African-American population in Iowa: 32,596
Total Iowa population: 2,825,285

* These figures were taken from Leola Bergmann's *The Negro In Iowa* as well as Iowa census documents.

Laws

1820: U.S. Congress passed the Missouri Compromise and made slavery illegal in parts of the Louisiana Purchase, including Iowa.

1830s-1850s: A series of laws, known as "Black Codes," were passed in Iowa. Under these laws, African-American Iowans could not vote, attend public schools, or testify in court against a European-American Iowan.

1868: African-American men in Iowa were given the right to vote. The Iowa Supreme Court ruled that Iowa's public schools should be open to all children regardless of race or religion.

1884: The Iowa Legislature passed the Civil Rights Act outlawing public discrimination in hotels, barber shops, theaters, and on public transportation. Most European-American Iowans ignored this law for decades.

1892: Another civil rights law was passed that made discrimination illegal in restaurants and bath houses.

1963: The Iowa Legislature passed the Iowa Fair Employment Practices Act and made it illegal to discriminate against an employee or job applicant based on his or her race or religion.

1964: The U.S. Congress passed the national Civil Rights Act.

1965: Another Iowa Civil Rights Act was passed, and the Iowa Civil Rights Commission was created to investigate illegal discrimination in the state.

Biographies

Ralph Montgomery

(1795?-1870)

In the early 1830s, a man named Ralph Montgomery heard that a fortune could be made at the Dubuque lead mines. But Ralph Montgomery was a slave. He was not allowed to leave the slave state of Missouri to travel to free territory unless his owner, Jordan Montgomery, went with him.

In the spring of 1834 Jordan wrote an agreement giving Ralph permission to travel to Dubuque. Ralph promised to pay Jordan $550 plus interest in return for his freedom.

Ralph worked in the lead mines for four years but never made enough money to buy his freedom. Two slave-catchers offered to return Ralph to Jordan for $100. They captured and handcuffed Ralph and prepared to send him back to Missouri on a Mississippi riverboat. Fortunately for Ralph, Alexander Butterworth, a concerned eye-witness, saw Ralph's capture. With the aid of judge T.S. Wilson and a court order, he rescued Ralph from his captors just in time.

Ralph's freedom rested in the hands of the newly established Iowa Supreme Court and judge Wilson, one of Iowa's first judges. The court had to decide whether or not Ralph was a fugitive slave. The case, called "In the Matter of Ralph (a colored man)" made history as the first decision of the Iowa Supreme Court. On Independence Day 1839, Ralph was declared a free man.

About a year after the hearing, the same judge saw Ralph again, working in the garden behind the judge's house.

He asked Ralph what he was doing.

"I ain't paying you for what you done for me. But I want to work for you one day every spring to show you that I never forget," Ralph replied. Ralph was true to his word.

Susan Clark and Family

If you've ever changed schools, you know the first day at a new school can be scary. Imagine the courage it took for 12-year-old Susan Clark, a young African-American girl, to climb the steps of Muscatine's Grammar School No.2 in September 1867, only to be turned away because of her race. It was against the law for African-American children to attend public schools with European-American children. Instead, they had to attend separate schools.

Susan and her father, Alexander Clark, knew this was wrong. They sued the schools district, and took their case to the Iowa Supreme Court. The court ruled in Susan's favor and in 1868 she enrolled at Muscatine Grammar School No.2. It would take another six years until all of Iowa schools were open to all children, regardless of race, nationality, or religion.

Susan Clark was a brave girl from a remarkable family. Her father was a successful Muscatine businessman. The son of freed slaves, he believed a good education was essential to the advancement of African Americans.

Susan went on to become the first African-American woman to graduate from high school in Muscatine, and perhaps, the first in Iowa. She married a Methodist minister, moved to Cedar Rapids, and established a successful dressmaking business.

Her sister, Rebecca, and brother, Alexander, Jr., also graduated from a Muscatine high school. In 1880, Alexander, Jr. became the first African-American man to receive a law degree from the University of Iowa. His father, Alexander, Sr. also studied law at the University of Iowa and at the age of 58 was the second African-American man to earn a law degree there. In 1890 he was appointed to serve as consul to the African country of Liberia.

Today, Alexander and Susan Clark are remembered for their love of education and for taking the first step in demanding an equal education for all of Iowa's students.

Pauline Humphrey

1906-1993

Pauline Robinson Brown wanted to open a beauty school in Des Moines in the 1930s. Because she was an African-American woman, business opportunities were hard to find. Despite this, Pauline opened Crescent School of Beauty Culture in 1939. She was the first African-American woman to own and operate a certified cosmetology school in Iowa. She was also the first African-American woman certified to teach cosmetology in Iowa.

Pauline was born Myrise Pauline Robinson in 1906 in Des Moines. She started school at the age of four because her grandparents, who were her guardians, couldn't afford to stay home from work to take care of her. After graduating from East High School in 1922, Pauline studied physical education at the University of Iowa in Iowa City for two years. She married, had a daughter and divorced.

In the 1930s she began to pursue her dream of owning a beauty school. When no Iowa school would admit her because she was African American, Pauline moved to Chicago with her daughter and studied cosmetology at Madame C.J. Walker's cosmetology school. When she arrived back in Des Moines in 1936, Pauline opened a beauty shop and began to save money to start her own school. In the late 1930s Pauline was admitted to a cosmetology school in Fort Dodge where she became certified to teach.

A few years later Pauline's dream of opening her own store came true. She opened the Crescent school on February 2, 1939. In those days it was extremely difficult for a woman, especially a woman of color, to go into business on her own. Many people weren't willing to sell or rent business property to African Americans. Pauline had trouble with the suppliers who sold her the beauty products she needed to run her school.

Pauline also developed and successfully marketed her own line of cosmetics and beauty products called Myrise Paule. In 1944 she married Major Humphrey who joined her in running the business she loved. Pauline Robinson Brown Humphrey died in 1993.

continued

The Fight For Equality
A Play to Read or Perform

This five-act play based on true events can be read silently or performed with the simple props listed. Set up a table and chairs to represent the classroom in Act One, the classroom in Act Two, and the courtroom in Acts Three and Four.

Note: The words in brackets [like this] tell the actors what they should be doing as they speak lines or what tone of voice they should use.

ACT ONE

Narrator: It is September 10, 1867, in Muscatine, Iowa. Susan Clark walks to the neighborhood's Grammar School No.2. It will be her first day at the school. She walks into the classroom carrying a book.

Marion Hill: [sitting at her desk, looks up when Susan walks into the room] Hello, what is your name?

Susan: Susan Clark.

Hill: I think you must have the wrong school, dear. The school for "colored" children is across town.

Narrator: Susan looks at the students in the class. They are all white children and they are staring at her.

Susan: [shaking] But this school is only a few blocks from my house. I don't see why I can't go to school here!

Hill: [stands up, walks toward Susan, puts her arm around her shoulder, and whispers] I'm sorry, Susan. You can't go to this school. It is only for white students. Why don't you run along and go to the school for colored students.

Susan: But, Miss Hill... [Susan is led out the front door. She walks quickly away. She hears the bell ring for the beginning of class.]

ACT TWO

Narrator: At the Clark's house, the family sits down for dinner at the kitchen table.

Alexander Clark: How was your first day at school Susan?

Susan: [she sobs] The teacher, Miss Hill... said I couldn't go to school. She said the school was only for white children.

Rebecca: They wouldn't even let her stay!

Alexander: [slams his fist on the table] It is her constitutional right to be able to attend the same school as a white child. Iowa's Bill of Rights says all citizens are equal!

Catherine: Our child is refused the same rights as a white child! Something must be done!

Grandmother Clark: [passes a bowl of fruit] Granddaddy and I were both slaves in the early days down South. After the Civil War, Congress passed the Thirteenth Amendment to the U.S. Constitution. It said slavery was illegal. Black folks aren't slaves any more, but we still have to fight for equality. Now it causes a great pain in my heart to see Susan treated so bad.

Alexander, Jr.: What's discriminatory?

Grandmother Clark: In this case, son, it means that people are treating Susan badly because of the color of her skin.

Alexander: I enlisted with the First Iowa Colored Volunteer Army in the Civil War to fight against slavery. I will not have my daughter discriminated against. I'll go to talk to the school board tomorrow and if they won't let Susan into the school, I'll take them to court!

ACT THREE

Narrator: The school district's board of directors tells Clark that Susan cannot go to Grammar School No.2. Clark, in turn, sues (brings legal action against) the school board and the case goes to court. Does a school board have the right to require black children to attend separate schools? In a court room...

William Brannon: [stands up behind a desk and faces the district court judges] Alexander Clark has been a free resident and tax payer in Muscatine for several years. His daughter, Susan, was denied admittance to Grammar School No.2 because she belongs to the "colored race."

Judge Cole: Please state the arguments for the board of directors' decision.

Henry O'Connor: [walks up to the judges] First, the board of directors say there is a separate school building with a teacher for colored children in the district. Second, most people in the community are opposed to colored and white children attending the same school. Third, it is in the best interest of both races for them to be educated in separate schools. Fourth, school laws give the board the right to require children to attend separate schools.

Narrator: The case continues as both sides present their arguments. The case then goes to the Iowa State Supreme Court in April, 1868. There the decision will be made. Will Susan be able to attend Grammar School No.2?

ACT FOUR

Narrator: Three Iowa State Supreme Court judges review the case and present their decisions.

Judge Cole: Our government is founded on the principle of equal rights to all people. Laws on education provide for the education of all the youths of the State without distinction of color. Therefore, I believe that Susan Clark should be allowed to attend Grammar School No.2.

Judge Dillon: The board of directors has no special powers to require colored children to attend a separate school. They cannot deny a youth admission to any particular school, because of his or her color, nationality, religion, or the like. The board of directors can only create school district boundaries which determine where a student may attend.

Narrator: Because two out of the three Supreme Court judges agree that Susan should be allowed to attend Grammar School No.2, the Clark's win the case. However, the third judge disagrees with their decision. Judge Wright gives his dissenting (different) opinion.

Judge Wright: The board of directors has the right to say where children shall attend schools. It is in the best interest of the schools, if a separate school for colored children (in the same district) can be provided. The equality of all peoples, as stated in the constitution, is preserved if equal schools are provided for colored children.

ACT FIVE
Reporter: [holds a pad and pencil and walks up to the Clark family outside of the Court House]

Mr. Clark, what do you think about the Supreme Court's decision today?

Alexander: My family and I are happy that the Court realized the Iowa Constitution provides education for "all youths of the state." All people are entitled to equal rights under the constitution. While it is a positive step toward that goal we still have a long way to go before all men and women of different races are truly equal under the law.

Reporter: Susan, what do you think about the decision?

Susan: I'm happy that I can go to Grammar School No.2. Now other children like me can go to the public schools that they want to!

Narrator: In the following month, July 1868, the Fourteenth Amendment to the U.S. Constitution became law. It said that people born in the U.S. or those who were naturalized here are citizens of the U.S. and the states in which they live. The Fourteenth Amendment also said that states cannot limit the rights of U.S. citizens. They must treat all people equally under the law. Susan Clark went on to become the first black graduate of Muscatine High School.

— THE END —

Questions

1. Why did the Muscatine school board officials want to keep Susan out of Grammar School No.2? Name four reasons.

2. What did the Iowa Supreme Court judges decide?

3. What do the Thirteenth and Fourteenth Amendments say? Explain.

Spreading the News

Newspapers can shape people's ideas of what is real and what is right or wrong. Many people have formed opinions about African-American Iowans from stories they read in newspapers. But newspaper reporters and editors can be unfair. Some European-American newspapers in Iowa history have printed stories about African-American criminals, but ignored positive news from African-American communities. African-American Iowans knew negative newspaper coverage wouldn't change unless they changed it themselves. And that's just what they did.

Iowa's first African-American newspaper was the *Colored Advance*, published briefly in Corning in 1882 by founder and editor C.S. Baker. Since then, African-American Iowans have produced more than 40 newspapers (mostly weekly publications) to cover happenings in their communities. Newspaper coverage stretched across the state—as far north as Mason City, as far west as Sioux City, and as far east and south as Keokuk.

Often called the "fighting press," African-American newspapers shared local, state, national, and sometimes international news with Iowa's African-American communities. Readers learned of births, deaths, and weddings. They read about the accomplishments of African-American athletes, professionals, and students who were ignored by other newspapers simply because of their race. African-American businesses advertised goods and services. African-American newspapers kept readers informed about civil rights issues in Iowa and across the country and spoke out against unfair treatment of African-Americans.

Gathering the news

Editors used correspondents in many Iowa communities to collect statewide news. These correspondents reported on events in their communities and sent the news to editors. Correspondents often worked for free. "It was a service to their community," said Dr. Allen W. Jones, a retired university professor in Alabama. "Frequently they also handled subscriptions in their area and sometimes they got commissions."

Women correspondents for the *Iowa Colored Woman*, published by Sue M. Brown in Des Moines between 1907 and 1909, gathered news from Buxton, Cedar Rapids, Keosauqua, Oskaloosa, and Marshalltown. Statewide correspondents helped *Des Moines' Weekly Avalanche* cover happenings in communities large and small.

A well-known paper

Most African-American newspapers in Iowa have not survived for more than a few years because they didn't have enough financial support from subscribers and advertisers.

But one newspaper survived despite the odds. One of the nation's longest-running African-American newspapers was *The Iowa Bystander*, established in 1894 by a few Des Moines businessmen. In 1922, Des Moines lawyer James B. "J.B." Morris, Sr. purchased

continued

it and published the weekly paper for almost 50 years. Morris' young grandsons, William, Brad, and Robert, often worked at the newspaper office hand-folding copies of the paper for distribution across Iowa. Years later, Robert and William edited the paper for a brief time. The newspaper stopped publishing in 1987.

More than news

African-American newspapers provided more than news. They gave African-American Iowans experience as press operators, reporters, editors, and photographers. Young people earned money as delivery boys.

Moving on

In the 1960s and 1970s more and more African Americans were hired at European-American-owned newspapers in Iowa and across the country. African-American newspapers, like *The Iowa Bystander*, lost talented employees. Today, African-American radio stations, magazines, and television programs, in addition to newspapers, continue the spirit and determination of the fighting press.

Newspaper Slogans*

"Equal Rights to All: Special Privileges to None"
— *The Weekly Avalanche*, Des Moines, 1891-1894

"The Advancement of the People in General and the Afro-American in Particular"
— *Iowa Baptist Standard*, Des Moines, 1897-1899

"Sowing Seeds of Kindness"
— *Iowa Colored Woman*, Des Moines and Buxton, 1907-1909

"Justice Toward All and Malice to None, We Applaud the Right and Condemn the Wrong"
— *Eagle*, Buxton, 1903-1905

"Fear God, Tell the Truth, and Make Money"
T*he Iowa Bystander*, Des Moines, 1894-1987

"The Observer Covers Iowa like the Dew"
—*The Observer*, Des Moines, 1939-1948

"We Wish to Plead Our Own Cause. Too Long Have Others Spoken for Us."
— *The Challenger*, Des Moines, 1981-1984

"We Will Inform the Public... Without Fear or Favor"
— Waterloo, 1963-1974

*Information for this exercise was provided by Allen W. Jones, Ph.D., whose extensive essay, "The Black Press in Iowa, 1882-1987," will appear in *The Black Press in the Midwest*, edited by Henry Lewis Suggs, to be published by Greenwood Press, summer 1995.

Vocabulary

prejudice: strong dislike of a certain group of people because of their race, religion, etc.

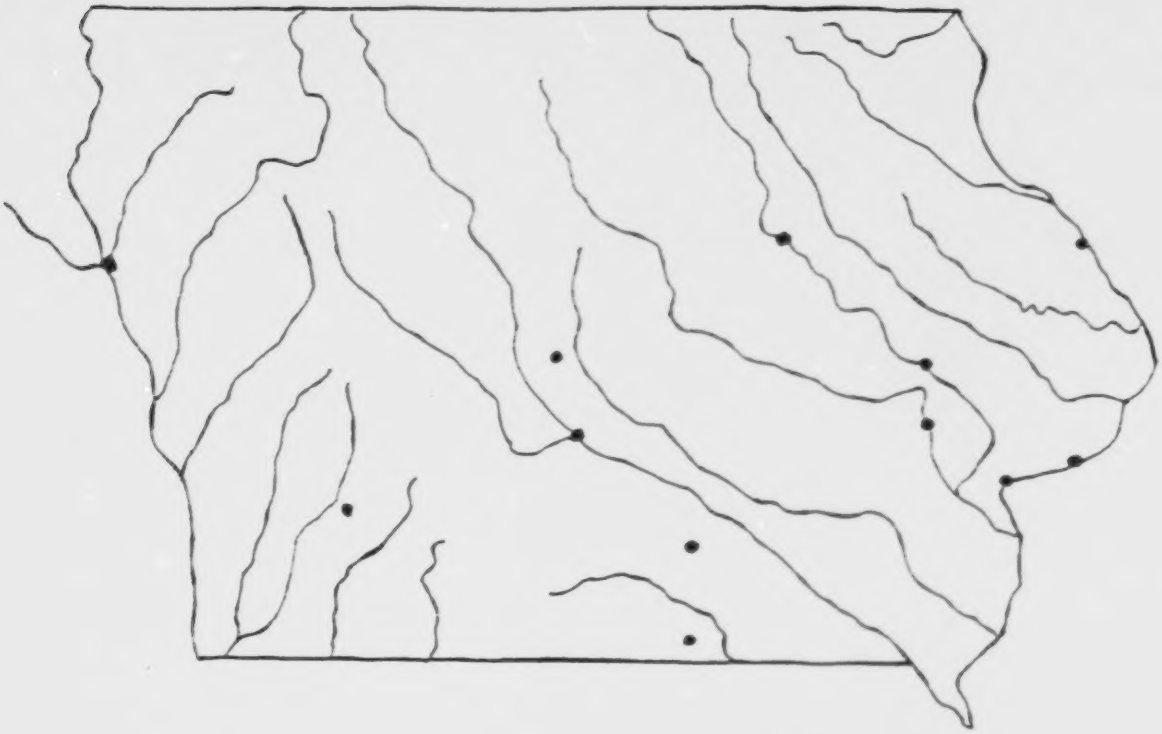
discrimination: unequal and unfair treatment because of prejudice.

segregation: forced separation of groups based on gender, race, religion, etc.

civil rights: citizens' rights, like the right to vote, protected by the U.S. Constitution.

colored: an outdated term for an African American.

African-American Heritage Spans the State



Match the name of the town with the dot that corresponds to its location on this map (answers on next page).

Ames: George Washington Carver, the scientist who discovered many uses for the peanut, graduated from Iowa State University.

Buxton: A coal-mining town with a large African-American population.

Cedar Falls/Waterloo: Southern blacks migrating north came to these communities by railroad.

Cedar Rapids: After the Buxton mines closed, many workers migrated here.

Centerville: One of the first Iowa Chapters of the National Association for the Advancement of Colored People (NAACP) formed here.

Davenport: After the Civil War, African-Americans found jobs with steamboats and railroads.

Des Moines: Site of the World War I Colored Officers Training Camp at Fort Des Moines.

Dubuque: Ralph, a former slave, lived here. In 1839, the Iowa Territorial Supreme Court ruled that he could not be enslaved under Iowa law.

Iowa City: The Iowa Federation of Colored Women's Clubs owned a dormitory for black women attending the University of Iowa.

Lewis: George Hitchcock's house was a station on the Underground Railroad.

Muscatine: Susan Clark, an African-American, was denied access to a school. The courts determined that students could not be required to attend separate schools because of their race.

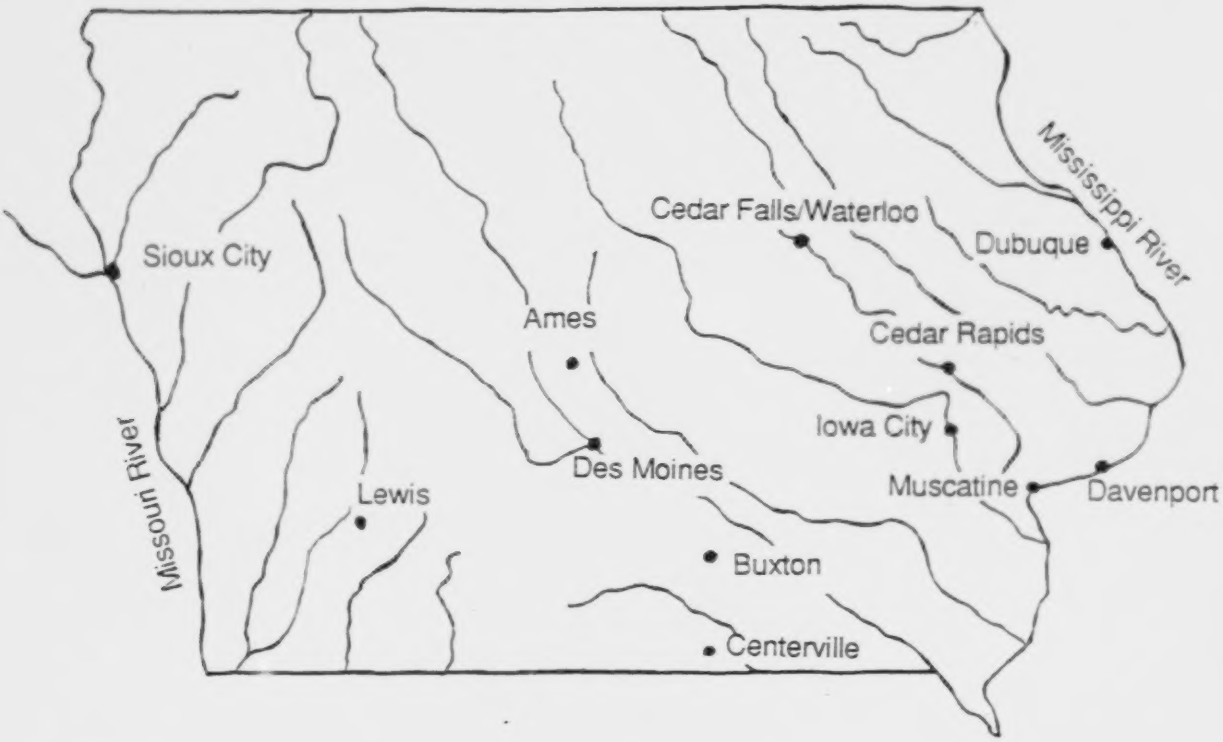
Sioux City: Many African-Americans found employment in the meat-packing industry.

BONUS!

Find the Mississippi & Missouri rivers.
Many African-Americans traveled these rivers after the Civil War.

ANSWER KEY

African-American Heritage Spans the State



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Sioux City: Many African-Americans found employment in the meat-packing industry.

Hispanics in Iowa

Grade Level 5

Class Periods 3-5

Goals/Objectives/Student Outcomes:

Students will:

- **Indicate knowledge of Hispanic involvement in Iowa by making a timeline.**
- **Identify Latin American countries in the Western Hemisphere.**
- **Identify notable Hispanics and discuss their contributions to Iowa and the U.S.**

Materials:

1. Map of Iowa
2. Iowa map showing 1990 census data
3. Map of Western Hemisphere
4. Photos, newspaper and magazine articles, and other sources that portray Hispanics in the U.S.

Background:

(Excerpts taken from *Conocerne En Iowa,* the official report of the Governor's Spanish Speaking Task Force, submitted to Governor Robert D. Ray and the 66th General Assembly.)

Vocabulary—

Chicano

La Raza

migrants

Anglo

Third or fourth generation

Treaty of Guadalupe Hidalgo

phenomenon

Christened

Mestizaje

Mexican-American War

empire

census

settlement

consciousness

ethnic groups

Our Lady of Guadalupe

land grants

Anglo Iowans have several ideas about Chicano Iowans. First, many Anglo Iowans see all Chicanos in Iowa as migrant workers, people that move from one place to another. Secondly, they often view Chicanos as quaint little foreigners with heavy Spanish accents. And finally, they see them as a "problem population," as nonwhite, poor, and uneducated people who are on welfare. All these are false impressions, the third resulting from a misinterpretation of history.

The majority of Chicanos in Iowa are permanent residents, many of them third or fourth generation Iowans. Areas that have the highest concentration of Chicanos include Des Moines, Davenport, Bettendorf, Fort Madison, Burlington, Mason City, Cedar Rapids, Sioux City, Council Bluffs, and Muscatine. However, more recent Chicano immigrants to Iowa have settled in rural communities such as West Liberty, Columbus Junction, Conesville, Reinbeck, and Shenandoah.

Approximately 3,000 Chicano migrant workers pass through Iowa annually. They work in the tomato and onion fields in southeast Iowa and the sugar beet and asparagus fields in the north central part of the state. Their contribution to the agricultural output of the state is important. These migratory workers suffer the same problems and indignities as migrant workers nationally.

Low wages, inadequate housing and health services, backbreaking work, long hours, unpredictable weather, lack of legislated housing and health services, lack of legal protection, and discriminatory practices all plague the Iowa migrant worker. The Migrant Action Program in Mason City with auxiliary offices in other cities and the Muscatine Migrant Center have led the struggle to improve the migrant's life.

Settlement of Chicanos in Iowa, however, is not recent. The Chicano Mestizo roots in Iowa go further back in Iowa history than often has been acknowledged. The Chicano presence in Iowa reaches back to a time long before Iowa was a state. Few historians examine the fact that what is now Iowa was once owned and settled by Spain. From 1770 until the sale of the Louisiana Purchase in 1803, Spain enlarged her empire into this area. Many Chicanos are proud of the fact that they are products of the late 18th century merging (or Mestizaje) of Indian, European, and African peoples and cultures. In Western Iowa, for example, a Spaniard named Manuel Lisa conducted a fur-trapping business in the 1780s. Lisa married a Sioux Indian woman and lived among her people. It is very difficult to determine how many more Manuel Lisas were in Iowa during the late 1700s. It is interesting to note that when the United States purchased the Louisiana Territory, Manuel Lisa become a U.S. citizen.

Spanish land grants were given to Spanish citizens in the area that we now call Iowa. The first European settlement in Iowa was founded by a Spaniard named Julian Dubuque. Even though some Iowa historians stress that Dubuque was French Canadian, the fact remains that Dubuque was a Spanish citizen and that the lead mines he operated were officially named "Las Minas Espanolas" (The Spanish Mines).

Many Anglo historians writing about Chicano history in Iowa date the initial coming of Hispanics to the 1920s. They have consistently argued that not until the railroads and farms began to hire Mexican labor in the 1920s did Chicanos set foot in the Midwest. The fact is that Chicanos migrated to Iowa long before 1920.

In Iowa, for example, the first Mexican immigrant arrived in 1856 when he or she settled in northwestern Iowa's Lyon County. This Mexican's trek to Iowa in 1856 occurred only eight years after the signing of the Treaty of Guadalupe Hidalgo, which ended the Mexican American War. Iowa had been a state for only ten years.

About the same time, several Iowa counties were christened with Mexican names—such as Cerro Gordo and Buena Vista—that honored U.S. victories in the Mexican American War.

The U.S. Federal Census of 1860 recorded six Mexicans in Iowa. In 1880 the Census takers counted 18 Chicanos in Iowa. The Iowa Census of 1895 place the number of Chicanos in Iowa at 30.

By 1915, the Chicano population in Iowa had increased to 616. In 1925, as a result of the pull from railroads and farm interests, the Iowa Chicano population grew to 2,597. The coming of the Depression in 1929 slowed the trek of Mexicans northward as jobs became scarce.

World War II and Korea created a demand for Mexican labor and Chicanos began to be pulled to Iowa by the same economic interests that had historically brought them before the Depression. Many Iowa Chicanos were drafted during the war and served courageously overseas. Some like Lando Valadez of Des Moines were highly decorated. Valadez was one of the few Iowans who received the Silver Star during World War II.

Following World War II, Chicano churches sprang up in various cities. Our Lady of Guadalupe in Des Moines is one example. Built in 1948 Guadalupe Chapel is still the center of activity for many Des Moines Chicanos.

The migration of more Chicanos during the 1950s and the 1970s has served to reinforce the Spanish language and Chicano culture in Iowa. The Spanish language is the second major language used in the State on an everyday basis. Chicano customs thrive in many cities of the state as do Mexican baptisms, weddings, funerals, confirmations, compadrazgo's, and various occasions for dances, fiestas, and soul searching. In all of this and more Chicanos continue to contribute to what in our time is called Iowa.

From this brief review of the Chicano experience in Iowa students will learn:

- That Chicanos in Iowa are not and have not been a population that moves from one place to another. They have long-standing roots in state and they form a stable population that is growing. The 1970 census recorded just under 18,000 Chicanos in Iowa. Today that figure is close to 30,000.

- That Chicanos have been and continue to be victims of a racist system that takes advantage of them economically by paying minimal wages. Some Anglo Iowans continue to cast Chicanos in stereotypical roles perceiving them as lowly laborers rather than citizens, migrant workers rather than permanent community residents, backward and dependent people rather than "ambitious" and "hardworking," foreigners rather than Americans, Catholic rather than Protestant, "colored" rather than white.

- That despite the difficulties encountered by Chicano Immigrants to Iowa, they have survived and their culture is still alive.

Procedure:

1. Have students fill out the "What Do You Know about Mexicans and Mexican Americans?" worksheet (see attachment). Have them compare their results.

2. Using the attached map of North and South America, demonstrate the proximity of Mexico and Central America to the U.S.A.; point out the locations of other Latin American countries. Have students do research to distinguish among these various terms: Hispanic, Latino, Chicano, Mexican American.

3. Using the attached 1990 census of Hispanics in Iowa, have students analyze the map and discuss why they think Hispanic populations are larger in some counties than in others.

4. Share with students the background information listed above, and ask them how this information changes what they know or think about Mexico and Mexican Americans. Ask them to change or add to their responses to the "What Do You Know about Mexicans and Mexican Americans?" worksheet.

5. Find photographs, newspaper and magazine articles, advertisements, TV programs, etc. that portray Hispanics. Discuss with the class the impressions they get from these various media and how they feel the media portrays Hispanics.

6. Show students how to make a timeline. Based on the background information, have students develop a timeline tracing the Hispanic presence in Iowa.

Assessment of Outcomes:

Students will:

1. Be able to explain the meanings of the terms Hispanic, Latino, Chicano, and Mexican American.

2. Identify on a map the countries of Mexico, Central America, and the United States.

3. Produce a timeline representing important events of Hispanics in Iowa based on the lesson plan's background information.

4. Be able to add something new to their responses to the What Do You Know about Mexicans and Mexican Americans?" worksheet.

Extensions and Adaptations:

The project could continue by having students list influences of Hispanics in Iowa. (They could list restaurants, acquaintances, cultural aspects, churches, local centers, festivals celebrated here, or anything pertaining to the Hispanic culture.)

Students could make a of list famous people in the United States that are Hispanic, such as Gloria Estefan, Raul Julia, Cesar Chavez, Linda Ronstadt, Roberto Clemente, Lee Trevino, Jamie Escalante, Antonia Novello, and Rita Moreno, Joan Baez, and Luis Valdez.

Students could make a piñata, bring food of the Hispanic culture; or do bark painting for a fun culmination to this lesson. (Pre-made piñatas can be bought and then filled with candy; students can break the piñata as kids do in Mexico for fiestas.)

Have students explore the issue of discrimination faced by Mexican Americans, and the efforts of both individuals and organizations to work for more political and civil rights for Mexican Americans. Students can focus on the Zoot Suit Riots in Los Angeles or Cesar Chavez's work in organizing migrant farm workers. Discuss in what ways these two events might have influenced Hispanics in Iowa.

For more information, contact: Iowa Department of Human Rights, Division of Latino Affairs, Lucas Building, Capitol Complex, Des Moines, IA 50319; 515-281-4080.

Resources:

Maps-Globes-Graphs: An Interactive Program (Level C), Steck-Vaughn Company.

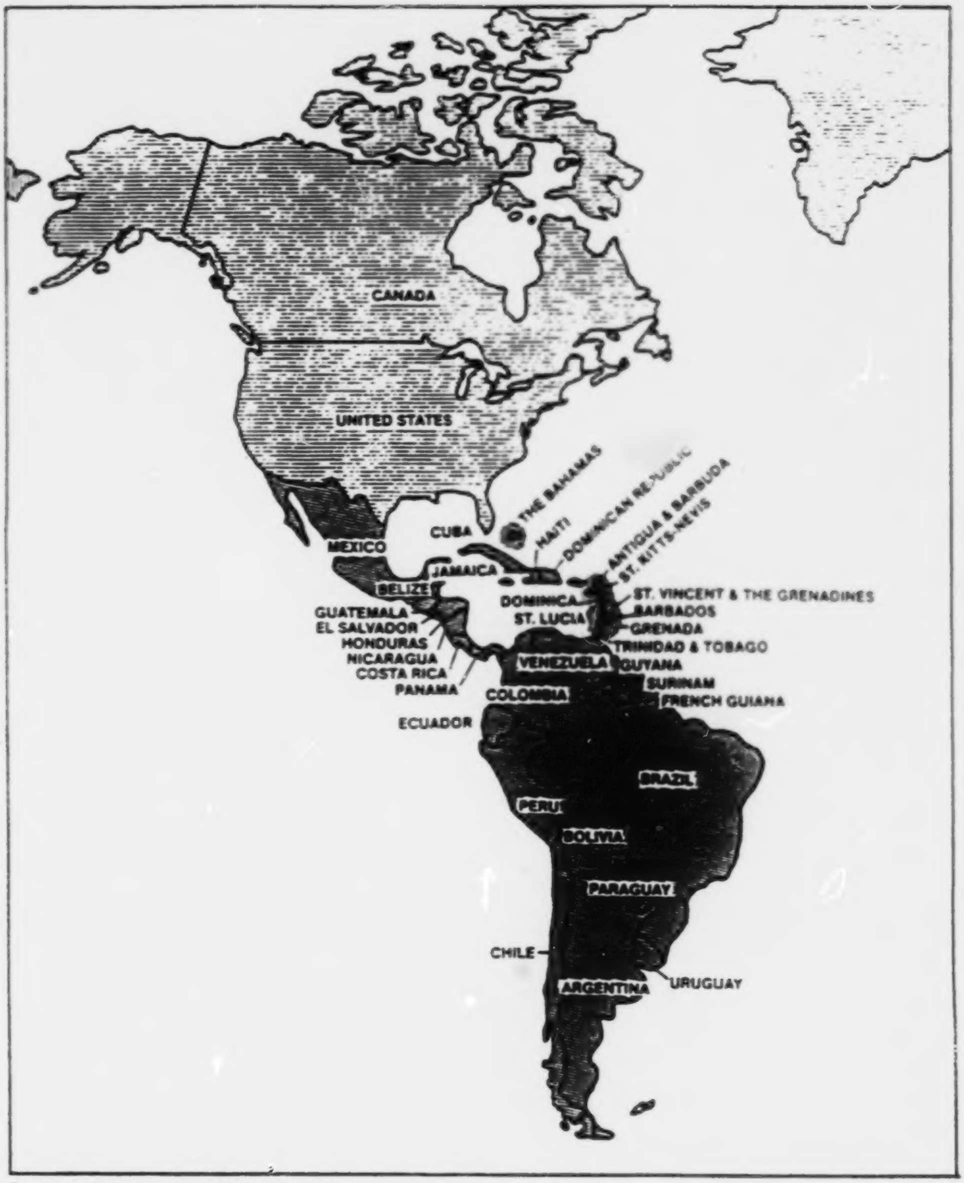
The Student's Illustrated Activity Atlas, Steck-Vaughn Company.

Alexandra Bandon. *Mexican Americans: Footsteps to America*. New York: New Discovery Books, 1993.

What Do You Know About Mexico and Mexican Americans

Think of the things you know about Mexico and Mexican Americans and list them under each heading. In the column next to it list how you know each thing.

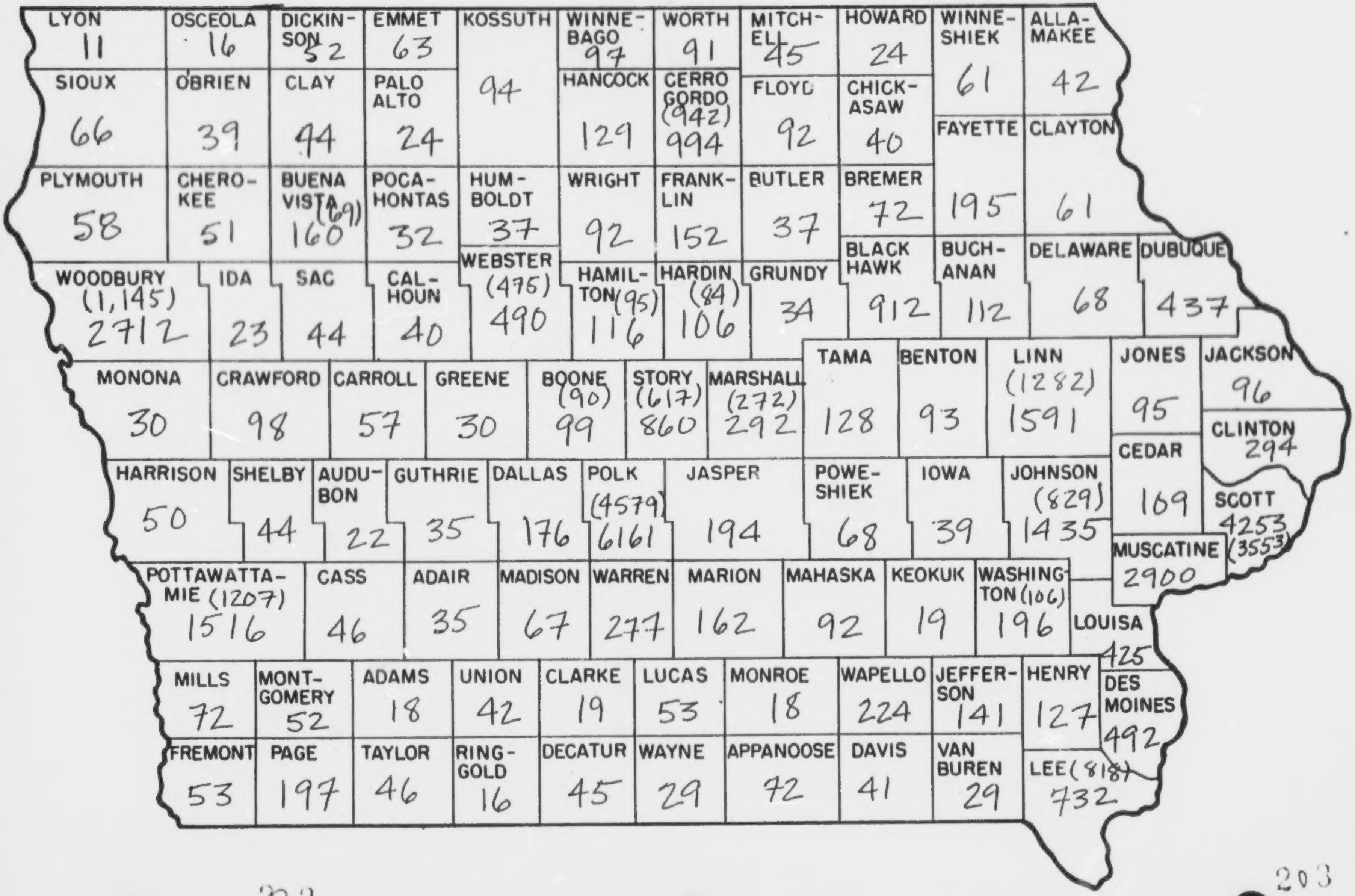
What I Know About Mexico and Mexican Americans	How I Know It



Source: U.S. Department of State

NORTH AND SOUTH AMERICA

Number of Hispanic residents By county, Iowa
1990



Wild Rosie's Timeline

Native Americans such as the Mesquakie and Omaha Indians lived in Iowa before European-American settlers arrived. As the territory opened up to settlement in the 19th century, people from all over the United States and the world moved to Iowa. Even today people such as Southeast Asians are still immigrating to Iowa.

Can you do this pop quiz? Look at the timeline. Answer the following questions by filling in the blanks after the questions. (Answers on page 30.)

1833 First European-American settlers arrive in Iowa

1840s First Swedish families arrive in Jefferson County

1847 Hollanders arrive to settle Pella

1848 German families, known as 48ers, arrive in Davenport

1850s Settlers begin moving into central Iowa

1860s Heavier immigration of German families into northern Iowa counties

1880s African-American families migrate from Virginia to Muchakinock

1900 First eastern and southern Europeans arrive

1920s Immigration-restriction laws

1950s Korean families immigrate to Iowa

1970s to present Southeast Asians and Hispanics immigrate to Iowa

1. When did the first European-Americans arrive in Iowa?
2. Where did the first 48ers live?
3. Where did African-American families come from?
4. Which ethnic group came to Iowa first—Germans or Hispanics?
5. When did a large number of Southeast Asians immigrate to Iowa?

Exploring Ethnic Traditions

What ethnic group do you belong to? What does that mean to you? To find out more about your ethnic past, you can have fun doing the following detective work.

Supplies:
index cards
pencil or pen

Mission: Ask a family member or friend who can tell you stories about your past or give you leads to other sources of information.

Assignment: On the top of an index card, write down the date and the person's name, address, phone number, date of birth, birthplace, and relationship to you. You'll probably need a number of index cards for each interview.

Information to gather from the person you are interviewing:

1. What are your parents' names?
2. What are their ethnic origins?
3. What languages do you speak? What languages do/did your parents speak?
4. What is your occupation? What were your parents' occupations?
5. What is your religion? What were your parents' religions?
6. What do you know about the origin of your last name? Do you know what it means? Did it undergo changes coming from another country to the United States?
7. What expressions or nicknames are used in your family? How did they get started?
8. What stories have come down to you about your parents? Your grandparents? Distant relatives?
9. What have you learned from your family about their childhood, schooling, jobs, and recreation?
10. What customs surround these events in your family: baptisms, bar or bat mitzvahs, courting, marriage, or raising children?
11. Can you suggest any other people I can talk to to find out more about my ethnic past?

An Italian family from Des Moines poses for a portrait. What kind of clothing are they wearing?

SHSI, Des Moines

Tradition-Bearers

LOOK AT THE photographs below. These folks are tradition-bearers—people who know a lot about the old, or traditional ways of doing things. What ethnic indicators are sh the pictures? Do you see any clues that reveal what ethnic group each person belo

The Danish Immigrant Museum

What is she making?

What is he holding?

Steven Ohrn

What is she wearing?

Members of your family such as a parent or grandparent are also tradition-bearers. They hold many of the secret stories of your ethnic past in the form of memories. Older people you know often have vivid memories. Many people who are the age of your parents or grandparents like to remember their lives—where they grew up, where they went to school, the jobs they held, their adventures. Besides stories, tradition-bearers may also hold the secrets to making things, recipes, or ways of celebrating holidays.

In the past, storytelling often took place at work, the dinner table, ethnic clubs, churches, and synagogues. Today, young people learn about their histories at schools, festivals, and museums. Festivals such as the Nordic F Decorah celebrates Norwegian traditions.

Why is it important for tradition-bearers t on their memories of family history? One H woman, in sewing a story cloth for her chi wrote a poem explaining why:

"And they will think of me, my sewing
And I will put my name,
I will put the letters in Hmong, in English, in La
in Thai.
And it will say,
'Don't forget your culture!
All your whole life,
and your children's life,
and your grandchildren's life!'"

PRAIRIE *Voices...*

German Immigrants Move to Iowa

Grade Level **6-8**

Class Periods **5**

Goals/Objectives/Student Outcomes:

Students will:

- **Create a hypothetical travel journal that describes a German family moving to America and an Iowa county.**
- **Explain the historical development and growth of a community within the context of 19th century Euro-American immigration.**
- **Discuss sensitivities to various assumptions about different ethnic groups (European background and language) and aspects of community diversity.**
- **Explain how stereotyping and ethnic hatred was publicly expressed in the 19th century.**

Materials:

1. Paper
2. Pencils or pens
3. Detailed county maps of Iowa
4. County history
5. Readings about the ethno-cultural context

Background:

In the 1840s, political unrest and economic depression led hundreds of thousands of Europeans to migrate to America in the hopes of a better life. The largest ethnic group was comprised of German settlers. By 1850 the new state of Iowa had 192,214 people with 20,969 foreign-born settlers. Thirty-five percent of these foreign-born—four percent of the state's inhabitants—came from German-speaking countries. By 1860, there were 674,913 Iowans with 106,081 foreign-born. Thirty-six percent of all immigrants or six percent of all Iowans were German-born.

The most significant area of German settlement was in the river cities along the Upper Mississippi River. Before the railroad connections to Chicago in 1856, the primary method of movement was by steamboat up the river from New Orleans. Keokuk, Burlington, Muscatine, Davenport, Lyons, and Dubuque all operated as corridors of urban channeling, sending German settlers westward toward the frontier. The railroad lines that moved west after the Civil War created the second wave of German settlers into all areas of the state.

In these river towns, American settlers viewed most immigrants with suspicion. As part of the self-defined municipal leadership, these earlier settlers from the eastern regions of America viewed with alarm the different languages and behavior of the newly arrived Europeans.

In the decade of the 1850s, thirteen different German-language newspapers in Iowa reflected the state's cultural diversity. Unknown to the American inhabitants, the foreign language press contained news of political meetings, serialized novels, and news from the homeland.

The observance of "Continental Sunday," a traditional German day of rest, worried the earlier settlers. From the German perspective, this day meant relaxing with one's family and drinking beer in a park-like atmosphere. From the American perspective, it meant dancing, inebriation and criminal behavior.

Not all German immigrants were disdained by the earlier settlers. An indeterminate number of people of German heritage—the so-called "Pennsylvania Dutch," who were Americanized Germans who still spoke a German dialect—moved west to Iowa City for new farmland.

Another group belonged to Pietistic sects, known as Mennonite or Amish settlers. They first appeared during the Iowa Territorial days, but later settlements near Iowa City and the Pennsylvania Dutch farms occurred in the 1850s. This statistically unimportant but culturally significant group gained approval from local groups unlike the "river town German rowdies."

Various colonies of Germans also settled in Clayton County, including the socialistic Communi under the leadership of Wilhelm Weitling. The best known were the Hessian setters of Amana who believed in the interpretations of Christian Metz. This type of religious communitarianism succeeded until 1934 and continues to be very well known.

The "defining moment" for the German settlers of Iowa was their involvement in the Civil War. Their interest in shooting societies and marching groups inspired many of them to volunteer for the first three-month enlistments in Iowa's many regiments. After 1865, those survivors received free land and helped to settle the area west of Des Moines and Fort Dodge.

Procedure:

1. Read selections from letters, diaries, and journals kept by German immigrants.

2. Discuss the conditions and people that the Germans encountered on their journeys, and their goals in coming to the United States.

3. Read the historical background concerning the widespread political oppression in Europe around 1848, the economic conditions of Scandinavian farmers, and the British policy in Ireland.

4. Discuss the conditions in Iowa during the Sesquicentennial period of the 1840s.

5. Begin to create draft copies of fictional journals, showing the differences between diaries and journals.

6. Work with students so they can decide if they want to be a man or a woman, married or single, leader or follower. They need to select the area of their county, the period of time and the weather factors considered in traveling.

7. In addition to actual stories in the county histories, students may want to read early newspaper accounts of the German settlers who moved into a community. This will require coordination with the local librarian.

8. Some of the journaling may become the basis for role-playing or dramatic improvisation.

9. The culminating activity could be the reconstruction of a newspaper article, written from the perspective of the decade the county was settled.

Assessment of Outcomes:

The students can evaluate their journal perspectives by means of guided small group discussion.

Particularly imaginative passages can be read out loud.

Compare and contrast the German immigrants to other groups moving to North America: the Puritans to Massachusetts Bay Colony as religious refugees, or West Africans to Virginia as slaves.

Extensions and Adaptations:

The students can:

Visit a regional museum to see exhibits on the settlement period in Iowa history.

Develop geography skills to enhance their historical analyses.

Learn primary source research skills in their local community library.

The students can learn creative writing skills by preparing the reconstructed journals.

Resources:

7th-10th U.S. Census (1850-1880)

Laura Longley Babl. "Iowa's Enduring Amana Colonies." *National Geographic* (December 1975): 863-878.

Melvin Gingerich. "Mennonite Family Names in Iowa." *Annals of Iowa* 42 (Summer 1974): 397-403.

Hildegard Binder Johnson. "German Forty-Eighters in Davenport." *Iowa Journal of History and Politics* 44 (January 1945).

Hildegard Binder Johnson. "The Location of German Immigrants in the Middle West." *Annals of the Association of American Geographers* 41 (March 1951).

Carl Schneider. *The German Church on the American Frontier.* St. Louis: Eden, 1939.

Theodore Schreiber. "Early German Pioneers of Scott County, Iowa." *German-American Review* 8 (December 1941).

George Schulz-Behrend. "Communi, Iowa, a Nineteenth-Century German-American Utopia." *Iowa Journal of History and Politics* 48 (January 1950).

Bela Vassocy. "New Buda: A Colony of Hungarian Forty-Eighters in Iowa." *Annals of Iowa* 51 (Summer 1991): 26-52.

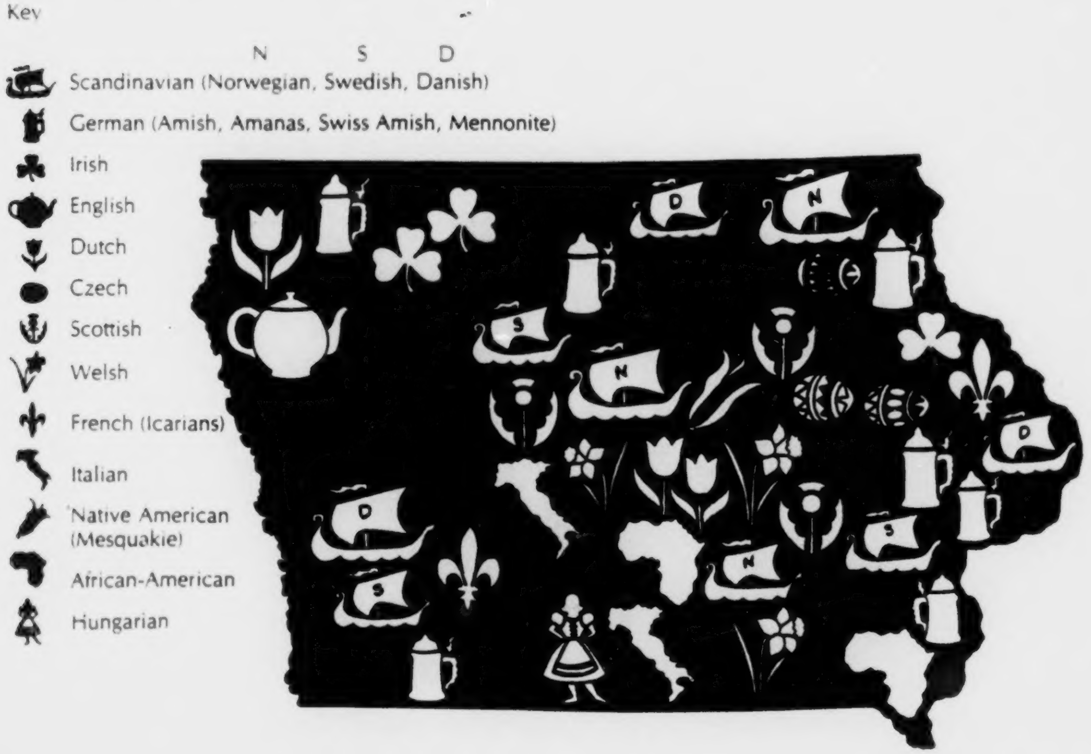
Carl Wittke. *The Utopian Communist: A Biography of Wilhelm Weitling, Nineteenth Century Reformer.* Baton Rouge: Louisiana State University Press, 1950.

Sanford Calvin Yoder. *The Days of My Years.* Scottdale, Pennsylvania: Herald Press, 1959.

Wild Rosie's Ethnic Map

Iowa has been home to people from all over the world. Iowa opened up for European settlement in 1833. Immigrants from northern Europe and Great Britain soon crossed the Mississippi River to settle in Iowa. What other ethnic groups does the map highlight?

Rosie's map shows the major ethnic groups in Iowa. Not every ethnic group is shown, including the Tai Dam and Hmong. Can you draw a symbol for these Iowans from Southeast Asia? Look at the map to find the area where you live. What ethnic groups live near you? Are there any others you could add?


Key
N S D
Scandinavian (Norwegian, Swedish, Danish)
German (Amish, Amanas, Swiss Amish, Mennonite)
Irish
English
Dutch
Czech
Scottish
Welsh
French (Icarians)
Italian
Native American (Mesquakie)
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Abbie Gardner Sharp Cabin

Grade Level **5-12**

Days Needed **1**

Goals/Objectives/Students Outcomes:

Students will:

• Understand the conflict, known as the "Spirit Lake Massacre," in the context of the relationships between the Dakota nation and the newly arrived European-American settlers.

• Read about the so-called "massacre" and discuss why this was an unusual event in Iowa history and not the typical Native American response to settlers.

• Describe events leading to the conflict.

• Recognize the roles played by Inkpaduta and Abbie Gardner and see how both Inkpaduta and Abbie Gardner lived the remainder of their lives in the shadow of the uprising.

Materials:

1. Slides of Gardner Cabin
2. Paper and drawing materials

Background:

THE DAKOTA PEOPLE IN NORTHWEST IOWA

The Dakota, also known as the Sioux and nicknamed the Santee, were the main group of American Indians in the largely wetland and prairie terrain of northwest Iowa. In the 1850s they came to the area from eastern Minnesota. In Iowa they adopted a successful hunting-and-gathering way of life, which required cooperative community living. As was common in many Native American tribes, Dakota men and women shared equal work responsibilities. Men hunted, made tools, and repaired equipment; women processed game, made clothing, and gathered wild fruits and vegetables.

THE SETTLERS

Compared with the rest of the state, European-American settlement came late to northwest Iowa where settlers faced isolation, harsh frontier conditions, limited access to supplies, and long trips to the nearest neighboring settlements. Most of the area was not yet surveyed. Settlers secured their claims by marking them with stakes, rock piles, or burned trees, then filed their claims at the designated Sioux City claim office.

While the relationship between settlers and Native Americans was usually peaceful, there was little friendship. In addition to the cultural conflict, the Indians considered European-Americans to be trespassers on their land. To make matters worse, settlers often treated Indians like children or unintelligent adults.

THE CONFLICT

One of the few violent conflicts in Iowa between settlers and Native Americans occurred near Arnolds Park in what became known as the Spirit Lake Massacre. This event has spawned a body of historical research as well as folklore. Perhaps the most well known of these stories is that of Abbie Gardner and her family.

The Gardners came to Lake Okoboji in July 1856. The family consisted of Rowland Gardner, his wife (Francis), a son (Rowland Jr.), three daughters (Mary, Eliza, and Abbie) a son-in-law (Harvey Luce), and two grandchildren (Albert and Amanda). The family had moved frequently while Rowland worked sometimes as a railroader, sometimes as a farmer. When they arrived at the lake it was too late in the season to plant corn or other crops, but they had brought supplies intended to last until spring. By winter they had built one cabin, but the weather prevented them from finishing a second one, so the extended family shared the Gardner cabin at the time of the attack.

The winter of 1856-57 was particularly harsh, and tension was high as both American Indians and settlers ran out of supplies. Inkpaduta and his band arrived in the Great Lakes region on March 5 or 6. The Indians' unsuccessful attempts to gain food triggered a violet gun battle and subsequent bloodshed on March 8. Over several days 33 settlers were killed and four women, including Abbie, were taken captive. Abbie reported that one Native American was seriously wounded by Henry Lott. The Dakota band unsuccessfully attacked Springfield, Minnesota, then fled into the Dakotas.

Two of the captives—Elizabeth Thatcher and Lydia Noble—were killed. Margaret Ann Marble and 13-year-old Abbie Gardner, who had watched the deaths of her father, mother and four siblings, were eventually released for a ransom. Margaret was freed in April, Abbie on May 30. Abbie was in captivity for 84 days.

LIVING IN THE SHADOW OF THE UPRISING

Much is known about Inkpaduta, the Dakota leader. Early on he became a scapegoat for some of the tensions between the settlers and the American Indians. Left out of the treaty negotiations in 1851 that transferred the land in northwestern Iowa to the United States, Inkpaduta refused to recognize the treaty restrictions. Between 1853 and 1856 he had several altercations with settlers, including Henry Lott, who in 1854 killed Inkpaduta's brother Sidominadotah near what is now Livermore in Humboldt County.

Because government officials refrained from prosecuting Lott, Inkpaduta thereafter treated the settlers as the enemy.

After the battles in Iowa and Minnesota, Inkpaduta's reputation grew to mythic proportions, partly because he was never captured. His legend often connected him to events with which he had no involvement. He fled to the Dakotas and spent several years skirmishing with the U.S. Army. It was reported that Inkpaduta was present at the Battle of the Little Big Horn, where his sons were fearless in battle. Inkpaduta eventually moved to Canada; he died about 1880.

In August 1857, still only 13, Abbie Gardner married Cassville Sharp. They had three children (Allen, Albert and Minnie), two surviving to adulthood. Abbie and Cassville separated sometime in the 1880s.

Abbie Gardner Sharp returned to Arnolds Park 34 years after the uprising. She purchased the cabin and operated it as one of Iowa's earliest tourist attractions. One of Iowa's first business women, Abbie sold souvenirs and copies of her book, *History of the Spirit Lake Massacre.* In her later years Abbie made peace with American Indians, becoming fascinated with their culture and filling her museum with Indian artifacts. She died in Colfax, Iowa, in 1921 at the age of 77.

Vocabulary

Annuity payment: Yearly payments to Indians for lands obtained through a treaty.

Culture: Behavior, belief, thought and products characteristic of a community or population.

Dakota: Preferred name for a North American Woodlands nation also known as Eastern Sioux, nicknamed Santee.

Massacre: To kill a large number of people.

Survey: To determine on paper maps the boundaries of an area.

Treaty: An agreement between the United States and another government, in this case the Dakota nation, who traded land to the U.S. in exchange for money and goods.

Uprising: Organized rebellion intended to change or overthrow existing authority.

Procedure:

1. Visit the site or show slides (these can be checked out through the State Historical Society's Iowa History Resource Center).

2. Talk about museums and collections. Explain that a collection is a group of items assembled in logical order and gathered because they have some kind of significance. Museums have collections that they study and exhibit to the pubic. The collections are used to explain the past, present, and future.

A historic site is one type of museum. A site is related to a specific place, event, or person. The Gardner Cabin Historic Site is related to the Spirit Lake Massacre and the early tourist industry. Have students consider whether any places in their own town or country would make good historic sites. Make a list of these sites and describe what aspects of history they represent.

Explain that museums use both two-dimensional and three-dimensional materials (called artifacts) to illustrate history or natural history. An artifact can tell us much about the people, the time, and the region from which it came. It reveals what materials it is made from, when and where it was made, and how it was used. Sometimes its color and style can tell us about popular trends. All of this helps us determine its relative value within the "material culture."

3. One of the reasons the Gardners settled here was to be near the lake. Although the area surrounding the lake is now developed, walk down to the lake through Pillsbury Point State Park (or view the slide) to get an idea of how the area might have looked in the 1850s. Have students discuss the changes to the environment. Consider changes in wildlife, native grasses, and geology.

4. Look at the contents of the cabin. Where did the children sleep? Would students like to live in one cabin shared by nine people?

5. Have students discuss where the American Indians of northwest Iowa live today. How might the area look today if they still lived there?

Assessment of Outcomes:

Students will be able to discuss the following questions:

The Spirit Lake Massacre was the result of a variety of extraordinary circumstances. If circumstances had been different, the outcome might also have been different. What might have changed, and how might the outcome have been different? Consider the following: if the winter hadn't been so harsh; if the Lott family had not started the disagreements years before; if the settlers had shared supplies with the Native Americans.

Following the massacre, Inkpaduta's character took on mythic proportions. He was said to have been involved in every major conflict between settlers and Indians on the northern plains. People were afraid of him and his band. Name some other famous people of that time whose deeds have become legendary. Consider the following: Sitting Bull, Crazy Horse; also, name some famous people in our own time.

When cultures come into conflict, often it's because the people involved are very different from each other. However, sometimes similarities can cause conflict, too. Make a list of the differences and similarities between the Dakota and the settlers at Okoboji. Which ones might cause disagreements between the two groups? Discuss how conflicts between cultures can be resolved.

Abbie Gardner returned to Okoboji and lived there many years. Do you think you would return to the area following a tragedy like this? Why or why not?

Extensions and Adaptations:

Here are suggested themes for student research. Their results might be presented in both written and oral reports.

The Gardner family and its neighbors constructed log houses when they reached Okoboji. Log houses have distinct designs and characteristics, often representing the native region of the settler. Research log house designs. How do houses differ by regions within Iowa or across the country?

Iowa was opened for settlement through a series of treaties with the Sauk, Mesquakie, Winnebago, and Dakota Indians. When were these treaties enacted? Find the language of each treaty. How are these treaties alike and different? How did both sides compromise to create the treaty?

The Spirit Lake Massacre is often considered one of the first events in a series of conflicts between the U.S. government and

continued

the Dakota Indians. Other events include the Sioux Uprising in Minnesota in 1862, the Sand Creek Massacre in Colorado in 1864, the Battle of the Little Big Horn in 1876, and, finally, the massacre at Wounded Knee, South Dakota, in 1890. Pick one of these events or another from your reading. Find out more about it. Who was involved, how did it start, what was the end result? How does the Spirit Lake Massacre relate to the event?

Northwest Iowa was the last section of Iowa to be settled. What did the rest of the state look like during the late 1850s? Choose a county and research this. What towns were there, what jobs were available, what community functions existed? If you can find access to newspapers from the county through microfilm, see if they record the events of Spirit Lake.

Gardner Cabin was one of the first tourist sites in the state. What other places did people like to visit in Iowa before 1920? What did these sites have to offer? How did people learn about them?

The following activities may be used to further explore ideas presented at Gardner Cabin. You may want to adjust the activities to the students' interests and abilities:

Abbie's mother had to make quilts to keep the family warm. Quilt patterns were often named and copied from objects found in the settlers' natural or cultural environment. Find some patterns from your surroundings such as a school, yard, park, or highway. On a piece of paper, draw and color the patterns. Name them—for example, North Elementary Rose. How does the pattern represent its name? Display these on the bulletin board.

When settlers moved to an area, they had to file (or stake) their claims in order to legally own them. You can try this in your school yard. Divide the class into small groups to represent family units (most settlers came to Iowa in family units). The "families" have to choose their claim, mark it, and then "file" that claim with the teacher. They can set up areas for a house and a crop.

The Dakota and the settlers greatly depended on the buffalo as a source for many products, from food to clothing. They were able to use almost the entire animal. Find a drawing of a buffalo. Discuss the products Indians and settlers might have made from the buffalo.

Design a tourism brochure for Arnolds Park. Be sure to include Gardner Cabin, the amusement park, the lake, and restaurants and motels. You can also design postcards.

Gardner Cabin holds several paintings of the Spirit Lake Massacre. Make your own pictures of the way you think the lake area looked in 1857, and make another picture to show how it looks today. Imagine a trip to the lakes just before cars were available. Draw a picture of what you think the lake looked like then.

Resources:

The materials will help you learn more about the Spirit Lake Massacre, northwest Iowa, and the Sioux Indians. (SHSI stands for State Historical Society of Iowa; IHRC Iowa History Resource Center at the State Historical Building; AEA, Area Education Agency; Public Library, PL; School Library, SL).

Books, Articles, and Videotapes: 4th-8th Grade
"Forts in Iowa." *The Goldfinch* 8 (September 1986). (SHSI, SL)

"Indians of Iowa." *The Goldfinch* 13 (February 1992). (SHSI, SL)

"Lake Life." *The Goldfinch* 14 (Summer 1993). (SHSI, SL)

"Peace: The Iowa Link." *The Goldfinch* 13 (September 1991). (SHSI, SL)

"The Tall Grass Whispers." Video, Iowa Heritage Series, Iowa Public Television. (IHRC, State Library, AEA).

Books and Articles: 9th Grade-Adult
Miriam Hawthorne Baker. "Inkpaduta's Camp at Smithland." *Annals of Iowa* 39 (1967): 81-104. (SHSI, PL)

Gretchen M. Bataille. *The World Between Two Rivers: Perspective on American Indians in Iowa.* Ames: Iowa State University Press, 1978. (IHRC, PL, SL)

"Inkpaduta's Great White Friend." *Iowan* 9 (Dec. 1960-Jan 1961): 17-19,48. (PL, SHSI)

Peggy Rodina Larson. "A New Look at the Elusive Inkpaduta." *Minnesota History* 48 (1982): 24-35. (Interlibrary loan, SHSI)

MacKinley Kantor. *Spirit Lake.* Cleveland: World Publishing Co., 1961. (PL) [fiction]

Curtis Harnack. "Prelude to Massacre." *Iowan* 4 (Feb.-March 1956): 36-39. (PL, SHSI)

William J. Petersen. "The Spirit Lake Massacres." *The Palimpsest* 38 (1957): 206-64. (SHSI, PL, SL)

B.F. Reed. *History of Kossuth County, Iowa.* Vol. 1. Chicago: S.J. Clarke Pub. Co., 1913. (SHSI)

Duane Robinson. *A History of the Dakota or Sioux Indians.* Aberdeen: State of South Dakota, 1904. (SHSI)

Abigail Gardner Sharp. *History of the Dakota or Sioux Indians.* Aberdeen: State of South Dakota, 1904. (SHSI)

R.A. Smith. *A History of Dickinson County, Iowa.* Des Moines: Kenyon Printing, 1902. (SHSI)

William Williams. "Report of Major Williams." *The Palimpsest* 38 (1957): 266-72 (SHSI, PL)

Alan R. Woolworth and Gary Clayton Anderson. *Through Dakota Eyes: Narrative Accounts of the Minnesota Indian War 1862.* Minnesota Historical Society Press, 1988.

Quilting—A Pioneer Craft

Grade Level **5**

Class Periods **2-3**

Goals/Objectives/Student Outcomes:

Students will:

- **Discuss the significant contributions of women in providing the daily necessities for pioneer families.**
- **Identify quilt making as a social activity, an art form, and a practical necessity for daily pioneer living.**

Materials:

1. Children's literature related to quilting (see resources).
2. Construction paper scraps
3. Construction paper squares for each student (12"x12")
4. Discontinued wallpaper sample books (can be obtained from local businesses)

Background:

Quilting has been practiced for thousands of years in various cultures. Dutch and English colonists brought quilts to America where quilting was practiced in the colonies. Quilts came with the prairie pioneers as they moved west in the 1800s.

On the frontier where resources were scarce, the old adage "waste not, want not" was practiced. Pioneer women saved every left-over scrap of fabric, many of which were joined together in pieced quilts. Quilting bees provided an opportunity for women and girls to socialize while keeping pace with the unrelenting demands of daily work.

Many traditional quilt patterns have evolved over the centuries. Some patterns are complex and detailed while others are odd scraps of fabric joined together haphazardly in a "crazy quilt" pattern. Some quilts tell a story or memorialize a family member or an important event. Today, quilts are still made for beauty as well as comfort.

Procedure:

1. Introduce the lesson by reading to the class one of the following pieces of children's literature:

Coerr, Eleanor. *The Josefina's Story Quilt.*

Johnston, Tony. *The Quilt Story.*

Jonas, Ann. *The Quilt.*

2. Discuss the traditional role of women in providing for their families while at the same time expressing creativity

3. Using the book *Eight Hands Round: A Patchwork Alphabet*, by Ann Whitford Paul or other resource books on quilting, display pictures of various quilt patterns. Discuss the following:
- Names of traditional patterns.
- Distinguishing characteristics of each.
- Repeated patterning.
- Use of color.
- The relationship between pattern names and everyday life activities, i.e. the log cabin pattern.

4. Based upon this information, have students create a pattern for their own unique quilt design using construction paper scraps or read *The Goldfinch* 10 (April 1989): 23-24 and encourage students to create their own quilt pattern by using the four quilt squares examples.

5. After students have created their pattern, provide pages from outdated wallpaper books and backing sheets of a standard size, such as 11"x11". Have students work in groups (quilting bees) to assemble quilt squares using their own pattern designs. Display assembled quilts in the classroom.

Assessment of Outcomes:

Evaluate the extent to which students are able to generate a repeated pattern in their quilt design.

Have students evaluate the level of cooperation in their " quilting bees."

Resources:

The Goldfinch 10 (April 1989): 23-24.

Eleanor Coerr. *The Josefina's Story Quilt.* New York: Harper & Row, 1986.

Tony Johnston. *The Quilt Story.* New York: Putnam, 1992.

Ann Jonas. *The Quilt.* New York: Greenwillow Books, 1984.

Ann Whitford Paul. *Eight Hands Round: A Patchwork Alphabet.* New York: HarperCollins, 1991.

Quilt Game

by Katharyn Bine Brosseau

A QUILT is a folk art that requires creativity plus time and patience. Today's quilt makers often buy fabric especially for cutting into quilt patches, but traditional-pieced quilts were made from pieces of fabric left over from homemade clothing. Quilts all have their own histories.

When my grandmother made a quilt for me, she used fabric scraps from clothing that she had made for my mother. Quilts like this are not only beautiful, but they represent memories of fabrics in days gone by.

Quilts made by pioneers were used as blankets to wrap around furniture on trips, and create walls within one-room houses. Pioneer women sewed the patches into **blocks** (the basic pattern that is repeated throughout the quilt). Many blocks were then joined together to make the **quilt top** (patterned side of the quilt). Then quilters often gathered for quilting **bees** (groups of quilters).

Finishing a quilt was the goal of a quilting bee, but quilters also liked bees because they could get together and talk. Snow, bad weather, and poor roads often isolated pioneers from their neighbors during the winter. Quilting bees were a chance for people to socialize.

Today many people still get together for quilting bees in Kalona. Dozens of quilters work out of their homes making quilts from traditional designs. People from all over the world buy the quilts made in Kalona.

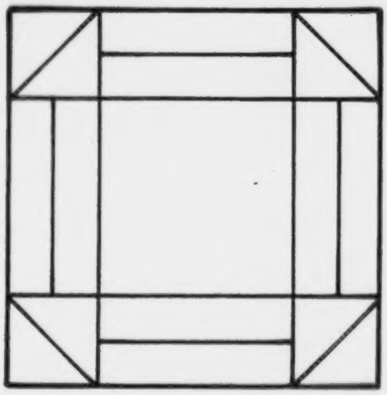
Steven Ohm

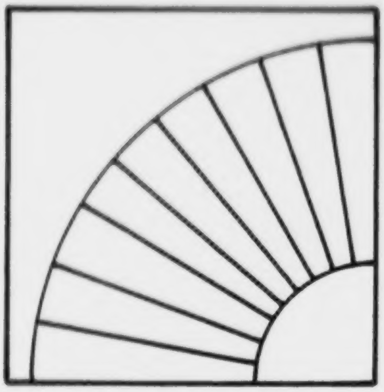
Quilts are like a sandwich: the quilt top and the back (usually a plain sheet) are the "bread." The batting *(fluffy cotton) is like the filling. The batting makes the quilt warm. Sewing a quilt top to its batting and back would take one person several months, but many people working together can finish it quicker.*

Pioneers quilt makers often used traditional quilt designs like the ones on the next page. Each pattern has its own name. Sometimes people design new patterns. Try creating your own quilt pattern by using the four quilt squares on the next page.

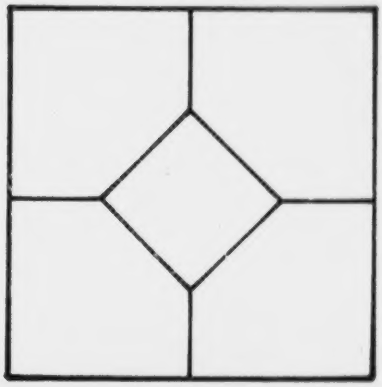
Kay Chambers

DIRECTIONS:
Using a separate sheet of paper, draw a large square. Copy and combine the four quilt patterns to design your own quilt.

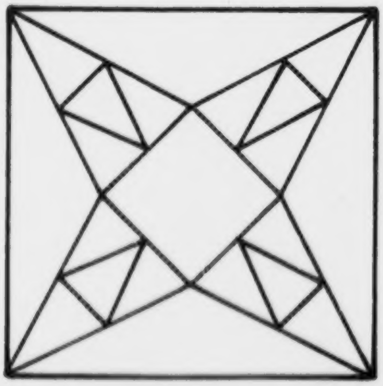

CHURN DASH


FAN PATCHWORK

NECK TIE



IOWA STAR



Illustrations by Kay Chambers

The Mormon Trail Through Iowa

Grade Level 6-8

Class Periods 5

Goals/Objectives/Student Outcomes:

Students will:

- **Create a sample travel diary that describes some portion of the trail as it crosses one county in Iowa.**
- **Learn to compare aspects of the available travel technology, topography of the land to be crossed, weather, and factors such as the presence of helpful or hostile residents in the area the route will traverse.**
- **Become more sensitive to how different people react to situations depending on their age, gender, and personal background.**
- **Better understand situations in which a person or a group may be persecuted for beliefs—religious and otherwise.**

Materials:

1. Paper
2. Pencils or pens
3. Outline maps of Iowa
4. Detailed maps of Iowa (such as DOT highway maps)
5. Sample diary entries from the Mormon Trek in 1846
6. Readings about the historical context of 1846

Background:

In 1844, Joseph Smith, Jr., the leader of the Church of Jesus Christ of Latter-day Saints (known as Mormon), was murdered in the Hancock County, jail at Carthage, Illinois. This event was the culmination of a long series of persecutions of Smith's followers. Most of the members of the church in Nauvoo, Illinois then accepted Brigham Young as their leader and organized themselves to move west where they could worship in peace.

During the next two years, the approximately 20,000 Mormon residents of Nauvoo completed the building of their temple, gathered supplies and equipment, and began selling their property. Beginning in early February 1846 the Mormons began crossing the Mississippi River to Iowa. There they formed a permanent camp site that was called Sugar Creek. The river crossing was dangerous at that time of year because the channel was filled with floating chunks of ice and the water was frigid. For a few days the temperature was cold enough that the water froze over completely and the people were able to drive their wagons across what they referred to as a "bridge of ice."

The Sugar Creek Camp was a horrible place because of the cold temperatures, the snow, the lack of food for the people and the animals, and the temporary nature of the shelters in which the Mormons were forced to live. While in this camp they organized themselves into groups of Hundreds, Fifties, and Tens. These numbers did not refer to the number of people in a group, but to the number of able-bodied adult males in each group. Moving west according to these Hundreds, Fifties, and Tens, they began the long, arduous trip across Iowa during the worst weather imaginable.

For the next several months they went west across Lee, Van Buren, Davis, Appanoose, Wayne, Decatur, Clarke, Union, Adair, Cass, and Pottawattamie Counties until they reached the Missouri River in the summer. Three permanent campsites were established as they moved west. Garden Grove in Decatur County and Mount Pisgah in Union County were referred to as "farms," because several thousand acres of land was plowed and crops were planted. This was to supply food to the people who would follow this trail during the next seven years—until 1852 when all the Mormons who intended to go west finally had traveled across Iowa. In addition to crops, these permanent camp sites contained blacksmith shops, wheel and barrel repair shops, and other establishments to provide equipment and repairs to the thousands of people passing through.

Crude houses were built, and several families remained in these permanent camp sites for several years. Because of the severity of the weather, the lack of food, and the difficulty of the travel, many people became ill and died. Some were buried along the trail where the death occurred. Others were buried in cemeteries in Garden Grove, Mount Pisgah, and the last of the permanent camp sites, first called Kanesville and later called Council Bluffs. Actually, the Mormons often referred to this latter area as "Winter Quarters" because the first group stayed there during the winter of 1846-47 and then made the rest of the journey across the Great Plains during 1847. The final destination was the valley of the Great Salt Lake in what was later called Utah.

Winter Quarters was another organizing station, and spread over both sides of the Missouri River, into what later became Omaha and Florence, Nebraska. Houses were built, land was plowed, and crops were planted around this area too. The farms north of Council Bluffs and Omaha were referred to as "Summer Quarters."

As the Mormons passed through southern Iowa they encountered settlers in the first few counties. Some of these settlers helped them and some hindered them. Money was raised by working at carpentry and bricklaying, and also by performing band concerts. Food was purchased as long as the settlements and existing trails lasted, but by the time the Mormons got to Davis County there were no trails to follow, and they had to make their own. They also made their own bridges over creeks and rivers, and invented ways to pull wagons out of mud holes. Wagons were pulled by teams of horses or oxen, and other livestock was driven in herds so that when they arrived at their destination they would have the animals to start farms.

Most of the travelers were family groups, and the men, women, and children all had assigned tasks to help with the move. Many possessions had to be left behind them in Nauvoo because wagons that were too heavily loaded tended to break down and also were more likely to get stuck in the mud. That spring was wet in Iowa, and the amount of snow and rain made travel all the more difficult. Since they started the journey in the winter, the animals suffered from lack of grass, and often had to subsist by grazing on the bark and branches of small trees.

Without the expert organization, the required amounts of supplies, and the help of the group, the trip would not have been possible. As it was, it was one of the most difficult yet most important movements of people on the American frontier. Many who made the trip kept diaries and journals, and many others wrote their reminiscences afterward. It is from this enormous amount of written material that we have such excellent knowledge of what it was like for the members of the Church of Jesus Christ of Latter-day Saints to cross Iowa in 1846 and the following 6 years, over a route that has come to be known as the "Mormon Trail."

Procedure:

1. Read selections from diaries to the students. Discuss the recurring themes in the diary entries such as, food, the temperature, rain and snow, difficulties in crossing creeks and rivers, and sickness.)

2. Discuss the matter of how people traveled at that time in history. What technology was available to them? What was the cost? This particular migration was of families in groups and was very well organized. How many miles could a family travel in a day? What obstacles did they encounter? What preparations could be made in advance to make the journey easier? What supplies did they need to pack and take with them? What did they eat, and how did they prepare it? What did they wear?

3. Read the historical background about why these people were traveling across Iowa and where they were going.

4. Discuss the conditions in the United States in 1846. What else was going on that influenced what this group of people did? Why were these people not protected under the Constitution (freedom of religion)? Why did their neighbors treat them in such ways that they felt they had no alternative but to leave their homes and travel such long distances in such unfavorable weather?

5. Begin to create draft copies of fictitious diaries. Students will need to decide if they want to create the diary of an adult or child, a man or a woman, a leader or a follower. Discuss the dates the diaries will cover, how to describe the crossing of a particular part of Iowa, and whether the diaries will describe all aspects of travel or concentrate on only a few.

6. Read, rewrite, and edit the draft fictitious diaries. When they are in a form that is acceptable to the student, then the students will read their diaries aloud to each other until every student has read at least a part of the diary he or she has written.

7. Selections from original diaries should be read aloud and compared with the diaries created by the students for similarities and differences. Remember, the original diaries differed from one another just as much as the original diaries will differ from the fictitious diaries created by the students.

Some of the fictitious diaries may lend themselves to role-playing, readers' theater presentation, or actual dramatic presentation. If there are diaries that are suitable for such adaptation, this can be a culminating activity.

Assessment of Outcomes:

The students can evaluate their own created diary in terms of realism.

The students can evaluate each others' diaries in terms of realism.

The students can pick out particularly imaginative and realistic passages and read them aloud again.

The students can think of other situations in history in which groups of people have been forced to leave their homes and move to an unknown place. Reasons for moving, methods of travel, and the difficulties of movement can be compared and contrasted (for example, the Pilgrims to Plymouth in 1620; the Africans to North America as slaves in the 17th and 18th centuries; the Native American Indians when they were forced to move west or onto reservations; the Japanese-Americans who were forcibly re-located to camps at the beginning of World War II).

Extensions and Adaptations:

The students can visit a Mormon Trail or camp site and see first-hand what the geographical terrain was like.

The students can develop geography skills to complement the historical analysis skills inherent in this unit.

The students can learn library research skills when looking for background and contextual information.

continued

The students can learn creative writing skills when preparing the fictitious diary.

The students can learn more about social customs of another time: e.g. what people ate, wore, and how they interacted with each other.

The students can learn more about the technology of travel and how it changes, particularly as it changed to meet existing challenges.

Resources:

Janath Cannon. *Nauvoo Panorama*. Nauvoo: Nauvoo Restoration, Inc., 1947.

Porter French. "On the Trail of Brigham Young." *The Iowan* 26 (Summer 1978): 46- 52.

Stanley B. Kimball. "The Iowa Trek of 1846." *Ensign* 2 (June 1972): 36-45.

Stanley B. Kimball. *Discovering Mormon Trails*. Salt Lake City: Deseret Book Company, 1979, pp. 14-17.

William J. Petersen. "The Mormon Trail of 1846." *The Palimpsest* 47 (September 1966): 353-367.

Jacob Van der Zee. "The Mormon Trails in Iowa." *The Iowa Journal of History and Politics* 12 (January 1914): 3-16.

"Historic Nauvoo." Video (16 minutes), Nauvoo Restoration, Inc., 1990.

The local branch of the Church of Jesus Christ of Latter-day Saints.

The Iowa Mormon Trails Association.

The National Park Service.

The local and county historical societies in counties and towns through which the trail passed.

Farmers who own land through which the trail passed and where remnants of the trail or campsites may still be visible.

Selected Diary Entries

13 February 1846, Eliza Snow, Sugar Creek Camp: "Crossed the Mississippi and joined the camp. . . . We lodged in Brother Yearsley's tent, which, before morning was covered with snow."

13 February 1846, Patty Sessions, Sugar Creek Camp: "The wind blows. We can hardly get to the fire for the smoke, and we have no tent but our wagon."

14 February 1846, Eliza Snow, Sugar Creek Camp: "After breakfast I went into the buggy and did not leave it till the next day. Sister Markham and I did some needle work, though the melting snow dripped in through our cover."

18 February 1846, George A. Smith, Sugar Creek Camp: "The snow began to fall early this morning in great quantities and lasted all day. Everything looked gloomy. . . . The wind blew so strong from the northwest that it uncovered our tent. . . . Our hunters went out and brought in six rabbits. We dined on rabbits, corn meal, and potatoes."

23 February 1846, Patty Sessions, Sugar Creek Camp: "We got canvas for a tent. Sewed some on it."

23 March 1846, Orson Pratt, Shoal Creek Camp: "The day is rainy and unpleasant. Moved only seven miles. The next day went through the rain and deep mud, about six miles, and encamped on the west branch of Shoal Creek. The heavy rains had rendered the prairies impassable; and our several camps were very much separated from each other. We were compelled to remain as we were for some two or three weeks, during which time our animals were fed upon the limbs and bark of trees, for the grass had not yet started.

24 March 1846, George Smith, Chariton River Camp: "The ground was so soft that it required three or four yoke of oxen to draw our two horse wagon. We have suffered more the last three days than at any time since we left Nauvoo."

6 April 1846, Hosea Stout, Hickory Grove Camp: "This day capped the climax of all days for travelling. The road was the worst that I had yet witnessed, up hill and down, through sloughs, on spouty oak ridges and deep marshes, raining hard, the creek rising. The horses would sometimes sink to their bellies on the ridges. Teams stall going down hill."

6 April 1846, Patty Sessions, Locust Creek Camp # 1: "Brother Rockwood came to our wagon; told us the word was to get out of this mud as soon as possible. We move before breakfast, go three miles, cross the creek on new bridges that our men had made; had to double team all the way."

9 April 1846, Orson Pratt, Locust Creek Camp # 1: "We encamped at a point of timber about sunset, after being drenched several hours in rain. The mud and water in and around our tents were ankle deep, and the rain still continued to pour down without any cessation. We were obliged to cut brush and limbs of trees, and throw them upon the ground in our tents, to keep our beds from sinking in the mire."

9 April 1846, George A. Smith, Locust Creek Camp # 1: "We travelled very well about two or three miles when the roads

began to get very bad. We had to double our teams and get each other out of the mud. About noon it began to rain in torrents and every driver soon got wet to the hide. It seemed as though the bottom of the road had now fallen out, for wagons sunk in the mud up to their beds, and the women and children had to get out in the rain so that their teams might pull the wagons through the mud. Frequently we had to put eight or ten yoke of oxen to a wagon to get the wagons out of the mud holes."

16 April 1846, Horace Whitney, Rolling Prairie Camp: "Today eight rattlesnakes were killed by our company, and two of the oxen in the same were bitten."

17 April 1846, Horace Whitney, Pleasant Point Camp: "Our principal hunters went out before starting this morning and cut down two bee trees, bringing into the commissary three pails of first rate honey: they also killed two deer and turkeys during the day which were distributed to the company."

Reminiscences of Helen Mar Whitney, Garden Grove Camp: "The next day another fishing excursion was taken, when Horace caught a dozen or more. These substantials were very acceptable, as we had had no meat—except a little that had been given to us—for a number of weeks, but had subsisted principally on sea biscuits and that sort of fare. At Garden Grove we had our first trial at eating cakes made of parched corn meal, one meal of which sufficed me."

10 May 1846, Parley Pratt, Garden Grove Camp: "A large amount of labor has been done since arriving in this grove; indeed the whole camp is very industrious. Many houses have been built, wells dug, extensive farms fenced, and the whole place assumes the appearance of having been occupied for years, and clearly shows what can be accomplished by union, industry, and perseverance."

18 May 1846, Helen Mar Whitney, Mt. Pisgah Camp: "Monday morning the brethren had to build a bridge before starting, and had to stop and build another in the afternoon. We travelled ten miles and encamped at evening in a grove on the brow of a hill, a small bottom intervening between us and the middle fork of Grand River, which abounded in fish, such as sun fish and catfish."

Reminiscences of Zina D. Young, Mt. Pisgah Camp: "Sickness came upon us, and death invaded our camp. Sickness was so prevalent and deaths so frequent that enough help could not be had to make coffins, and many of the dead were wrapped in their grave clothes and buried with split logs at the bottom of the grave and brush at the sides, that being all that could be done for them by their mourning friends."

28 May 1846, Patty Sessions, Mt. Pisgah Camp: "Sister Rockwood gave me some tallow. I panned 17 candles. I thought it quite a present. Sister Kenneth Davis gave me a piece of butter. Thank the Lord for friends."

Iowa and the Civil War

Grade Level 5-12

Weeks Needed 1

Goals/Objectives/Student Outcomes:

Students will:

- **Work cooperatively with others having the same or similar topics.**
- **Interact with local individuals.**
- **Gain practice in life-long skills, including identifying a topic, identifying resources, reading critically, writing, discussing, speaking and debating.**
- **Identify the regiments that came from their county and city.**
- **Employ simple research strategies including but not limited to, identifying and narrowing topics, identifying resources, note-taking, critical reading skills, and outlining.**
- **Write a brief readable history of the local regiments that emphasizes their accomplishments.**
- **Identify local individuals who served and write a brief history of each or a generic history of the everyday life of a soldier.**
- **Write a brief history of local non-combatants, discussing their lives and problems.**
- **Research any dissenting points of view, including those of people who labeled themselves pro-South, copperhead, pacifist, or abolitionist.**
- **Role-play as a Civil War Soldier, mother, person of color, abolitionist, copperhead, etc.**
- **Conduct a successful panel discussion and debate.**

Materials:

1. Original materials from local and county historical society collections
2. Other published sources (see Resources at end of lesson)
3. Data base on Macintosh disk available from Green Valley AEA

Background:

Although no Civil War battles were fought in Iowa, the war nevertheless had a profound effect upon the people of the state. At least 72,000 Iowans, about one-half of all the eligible males between the ages of 15 and 40, served with the Union forces. This was the highest percentage of any state, North or South. Of the 21,501 Iowa casualties, more than 3,500 died from wounds inflicted in combat, while nearly 8,500 died of diseases such as typhoid fever and dysentery.

Tracing the battles where Iowans fought will take you away from the "showcase battles" of the Eastern theater to the Western campaigns and battles at Wilson's Creek and Pea Ridge, Fort Donelson, and especially the bloody battle of Shiloh. Here 11 Iowa regiments, 7 in combat for the first time, were engaged in desperate fighting. Five Iowa regiments in General Benjamin M. Prentiss' division fought along the sunken road at the "Hornet's Nest" for six hours. More than one-third of the Iowans engaged at Shiloh were casualties: 235 killed, 999 wounded, and 1,147 missing. Iowans also fought at Vicksburg, in the Atlanta campaign, and participated in Sherman's "March to the Sea" at Savannah. In their last battle, at Columbus, Georgia, on April 16, 1865 (eight days after Lee's surrender at Appomattox) six Iowans earned Congressional Medals of Honor.

However, the story extends beyond the soldiers in the field to the abolitionists, underground railroad conductors, copperhead politicians, and especially the women and children who continued life on the farms and in the stores while the men were away. Through diaries, long letters home, books written after the war, and published government records, the experiences of soldiers and noncombatants alike can be reconstructed. Grave markers of Union veterans can still be found in many Iowa cemeteries. Some of your students may have Civil War letters or diaries preserved by older relatives. Others may be held by local libraries or historical societies. Iowa in the Civil War offers great opportunities for family or local community history projects.

Procedure:

1. Review with the class the elements of successful research and suggest sources where resources might be obtained.

2. As a class, identify which regiments came from your county and city. The class can use the data base contained in the Macintosh disk from Green Valley AEA.

3. Divide into cooperative teams of four or more. Each team will consist of a soldier, historian(s), a non-combatant relative of an Iowa soldier, and a dissenter. The soldier, relative and dissenter will research and recreate a character—real or imagined—from the local area. The historian(s) will research the army unit(s) that came from the area. Each team member will do individual research but will share information that can be useful to the others.

Each student will need to identify individual, school, local, AEA and county any other resources they can find outside the immediate area such as the state historical library, interlibrary loan, etc. It is recommended that this be treated more like homework than an in-class activity. Comparing notes and checking on each others' progress can be done in class. The members of each team will meet with their counterparts from other teams, for example, soldiers meet with other soldiers to compare notes and exchange information.

After a sufficient time to take advantage of the discoveries of others, each student will outline and write up what they have learned in the form of a fictitious diary.

4. Read, rewrite, and edit the draft fictitious diaries. When they are in a form that is acceptable to the student, students will read their diaries aloud to each other until everyone has read at least a part of the diary that he or she has written.

Selections from original diaries should be read aloud and compared with the diaries created by the students for similarities and differences. Remember, the original diaries differed from one another just as much as the original diaries will differ from the fictitious diaries created by the students. Some of the fictitious diaries may lend themselves to role-playing, readers' theater presentation, or actual dramatic presentation. Such adaptations can end the unit.

5. Discuss with students the roles of women and children on the home front. Ask questions such as:
- Why did some women disguise themselves a men and fight in the Civil War?
- What hardships did women face during the war?
- When a male Iowan went off to war how did the lives of women left behind change?
- A son and his mother are spending their last evening together before he joins his regiment. What advice does she give him?
- How did women and children contribute to the war effort?
- What services normally provided by women did men have to perform themselves when they were away from home.

Assessment of Outcomes:

The student papers, outlines, and bibliographies will be input onto computer disks and perhaps printed out for inclusion into the school library for use by future students. It should be offered to other interested groups such as local historical societies, museums, and libraries. The expertise might be shared with any interested community members.

Either in first person or in narrative form, each interest group (soldiers, relatives, etc.) comes back together and reports to the entire group what the students have learned in a panel format.

Students will engage in debates and group discussions other than the above.

Extensions and Adaptations:

Read and discuss the article about Annie Wittenmyer in the Civil War issue of The Goldfinch, pages 18-20.

Play the Civil War game in the Civil War issue of The Goldfinch, pages 16-17. Ask students to invent their own game by creating their own game board and questions.

Have students research music of the Civil War. Invite students to sing "Dixie" songs, African-American spirituals, and marching to battle songs, or to write a song about a Civil War event.

Paint or draw a Civil War scene. Make a board model of a battle, draw a series of war editorial cartoons.

Study the war's affect on water, trees, soil, and air.

Research farming and crops grown in North and South and how war affected agriculture.

Compare and contrast the climate and geology of the North and South.

Write a "what if the South would have won" story.

Research and writing topics: leaders, spies, war by water, war by land, music, famous onlookers, Underground Railroad, women in war, South before and after, North before and after, symbols, industry in North and South, and African-American regiments.

Resources:

Leland L. Sage. *A History of Iowa*. Ames: Iowa State University Press, 1974, pp. 150-170. A brief summary of Iowa in the Civil War in the standard state history; emphasizes political and military events.

Mildred Throne. "Iowans and the Civil War." *The Palimpsest* 40 (September 1959): 369-448. A concise summary of Iowa regiments and their participation in Civil War battles and campaigns.

"'A Pretty Hard Business': The Civil War Diary of Philip H. Goode." *The Palimpsest* 72 (Summer 1991). A soldier from Glenwood, IA ponders death and duty in the spring of 1882 at Shiloh.

"My Dear Wife: A Soldier's Letters." *The Palimpsest* 72 (Summer 1991): 68-69. A candid account of Shiloh.

Bell I. Wiley, *The Life of Johnny Reb and The Life of Billy Yank*. Louisiana State University Press, 1978. Letter and diary accounts of the Civil War from the points of view of the common soldiers.

The Goldfinch 9 (November 1987): 10-25. Contains several articles on Iowans in the Civil War.

Dale C. Mayer. *Never Call Retreat*. Privately published, 1994. This 35-page pamphlet is a good source for everyday experiences of soldiers on the battlefield; available from Dale C. Mayer, 30 Greenview Circle, West Branch, Iowa 52358.

James I. Robertson, Jr. *Iowa in the Civil War: A Reference Guide*. Iowa City: State Historical Society of Iowa, 1961. A useful guide to older sources; topic headings include "Regimental Histories and Reminiscences" and "Southern and Copperhead Sentiment in Iowa."

Kenneth Lyftogt, ed. *Left for Dixie: The Civil War Diary of John Rath*. Parkersburg, Iowa: Mid-Prairie Books, 1991. A recently published example of an Iowa soldier's Civil War diary.

Steve Meyer. *Discovering Your Civil War Ancestry*. Privately published, 1993; *Iowans Called to Valor*. Privately published, 1993; *Iowa Valor*. Privately published, 1994. The first two books discuss how to trace one's Civil War ancestors and Iowa's entry into the Civil War. The third is a compilation of Iowans' Civil War combat experiences.

Glenda Riley. *Frontierswomen: The Iowa Experience*. Ames: Iowa State University Press, Ames, 1994. Chapter 5, "Women in Wartime," pp. 110-135, is a discussion of the significant contributions of Iowa women, both at home and at the front, during the Civil War.

Changed Families

by Sharon E. Wood

When Alvin Lacey joined the army, his wife Sarah bought nine cows. She was worried that Alvin's army pay would not be enough to support her and her three children. So she went into business. She milked the nine cows and made butter to sell. Butter was badly needed during the war years, so Sarah Lacey made enough money to provide for her family.

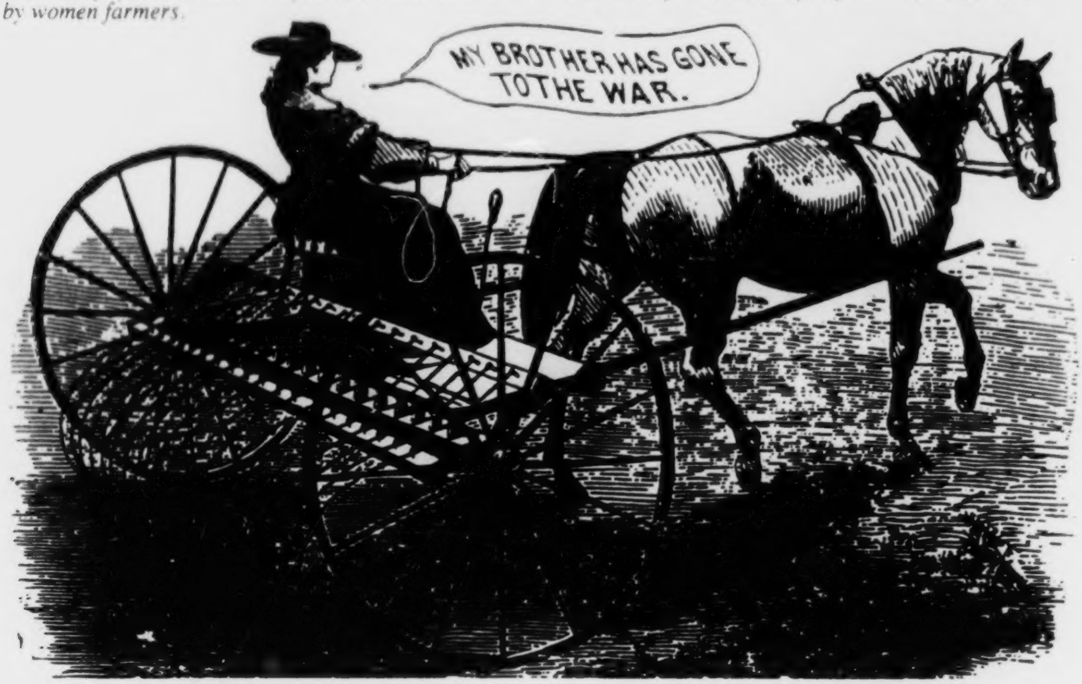
When the war was over, Alvin Lacey came home. He sold all but one of the cows. Sarah's butter business ended. She went back to doing the household and farm work she had done before the war.

Like many Iowa women, Sarah Lacey found that the war changed her life in surprising ways. She had new work and new responsibilities. All kinds of women—and children, too—learned to take the places of men who left.

Almost half the men in Iowa spent some time in the Union army. Many were farmers before the war. Some had worked as carpenters, or lawyers, or steamboat pilots. But they were also brothers, sons, husbands, and fathers. Most of them left behind families who loved and depended on them.

Men in the army were paid, but often the

This newspaper advertisement from the Prairie Farmer *shows how easy the new sulky hay-rake could be used by women farmers.*


MY BROTHER HAS GONE TO THE WAR.

The Prairie Farmer, May 27, 1865

This 1861 illustration shows how many women contributed to the Civil War effort by making bullets.

money was not enough to support a family. Sometimes money sent home got lost in the mail. When these things happened, families had to find other ways to get by.

More Women Enter Teaching

When Martha Searle's husband went to war, she took a job as a teacher to support herself and her baby. Other women did the same thing. Teaching was a common job for women, but even more women were needed during the war years because so many men quit their teaching jobs to join the army. Some women even got to be school principals for the first time.

Just as women entered teaching, more women took over running farms. Most families before the war lived on farms. In those days, almost every member of the family had a job to do on the farm. Before the war, women and older girls often operated the dairy and took care of the chickens, gardens, and orchards. They also cooked and ran the household for both family members and hired help. Men and older boys worked in the fields and livestock barns and looked after the farm equipment. Younger girls and boys helped out where they were needed when they were not in school.

When the war broke out, many fathers, older sons, and hired hands left the farms to go to war. Often there were not enough men on the farms to do the work. When this happened, women and children learned to do the work people had thought only men should do.

Marjorie Ann Rogers and her husband farmed in Tama County. When Dr. Rogers left to serve as an army surgeon, Marjorie took over some of his tasks. When it was time to haul the harvest from the farm to market, Marjorie decided to do it herself.

She had never driven a team of horses pulling a heavy wagon-full of produce before. Her neighbors doubted she could do it. They worried that the wagon might tip over, or that the horses would bolt and run away. But Marjorie knew the work had to be done, and there was no one else to do it. She got the wagon to market safely. And she proudly made the same trip again and again.

Driving a heavy market wagon was only one job a farm woman had to learn to do. Farm fields had to be plowed, cultivated, and harvested. These were all jobs young men usually did before the war. But with the young men gone, other family members took over. The crops were important not only to the farm family, but to the nation.

Some changes in farming during the Civil War made it easier for women and younger boys and girls to help out. New kinds of farming equipment made it possible to farm "sitting down." A plow or hay-rake called a **sulky** had a seat on it for the driver. Now the person plowing did not have to walk miles back and forth across the fields every day.

New kinds of horses were also brought into Iowa at this time. They were much, much bigger than the riding horses people use today. These horses were Shires and Clydesdales. They made using the new sulky plows and hay-rakes much easier and faster.

The new "sulkies" were easier to use than the old equipment. But driving the giant horses that pulled them still took courage and skill. On some farms, wives, daughters, and sons too young to go to war took over this task as well. One maker of sulky hay-rakes advertised his machine with a picture of a young lady at the seat. "My brother has gone to the war," she says.

If I cannot fight, I can feed those who do.

The *Prairie Farmer*, a newspaper for farmers, praised families for taking up the work left by men in the army. The boys who stayed behind to plow and plant, it said, deserved as much credit as the older "boys in blue" fighting far away. The families at home were doing the work of men, it said. "The nation owes them its sincere gratitude."

When the war was over, most of the "boys in blue" came back. Like Alvin Lacey, they took over the tasks they had left behind. Most of the changes brought by the war did not last. But the wives, sons, and daughters who had kept farms, schools, and businesses in Iowa took pride in what they had done. □

Dear Jane/
Dear William
LOYAL TO THE UNION.
STATE OF IOWA.

SHSI

How did the Civil War affect the average Iowa family? Letters are one of the best ways to see how people lived during this time. Harriet Jane Thompson and her husband Major William G. Thompson of Marion, Iowa, wrote letters to each other while Major Thompson served in the Twentieth Iowa Volunteer Infantry. When he left in 1862, Jane traveled to Pennsylvania to visit his family.

Read the excerpts from their letters and answer the questions.

Marion, IA
August 13th, 1862

Dear William

*. . . I felt very bad and lowly the day you left. I tried to control my feelings but I could not and I hope you will pardon me. I wished tonight that you was at home. I wonder how many times I will wish that between now and Spring. I am proud to think I have a Husband that wants to fight for his Country. . . .

They thrashed 12 bushels of our wheat this afternoon and would have finished it tomorrow had it not rained. But I must close. I want you to tell me when you get sick. Will you? Write soon and often as you can. Good night.

Jane

**The symbol . . . is called an ellipsis. It shows where a word or words has been left out of the original letter.*

Benton Barracks, MO
Sept 12th 1862

Dear Jane

Our Camp is in the out skirts of the city about 3 1/2 miles from the River. Horse cars run here every five minutes, but I have felt no inclination for going as I am ready for bed every night as soon as work is over. I have still the command of the [regiment]. . . .

I would like to send you [a] pair of contrabands [slaves], but I am not going up Home now or I certainly would have one at least with me. . . . The little fellows will get off their hats & plead like good fellows with me to take them along. . . . But I do not need them, consequently, I can not take them. But when I get ready to go home I shall take a bright lad Home with me & educate him if I can, & see what we can make of them. . . .

Yours
Wm G Thompson

Butler, PA
September 13th, 1862

My Dear William

. . . Yesterday there was an order in the paper from the Governor for 50,000 more men to protect the state and the company expect to go today. There are a great many in that you know. There will be no one left hardly. . . .

It was a great sacrifice to me and to you no doubt for you to leave home and its pleasures to fight for your country and I have not regretted that you went although I spend a great many lonely hours. . . .

Jane Thompson

Butler, PA
September 19th, 1862

Dearest William,

. . . .They intend to send a box tomorrow to Harrisburg with lint and bandages for the wounded soldiers that are to be brought in from this last battle at Gettysburg, which I suppose you will hear about before this reaches you. . . .

Jennie Thompson

P.S. Send me a kiss, will you?

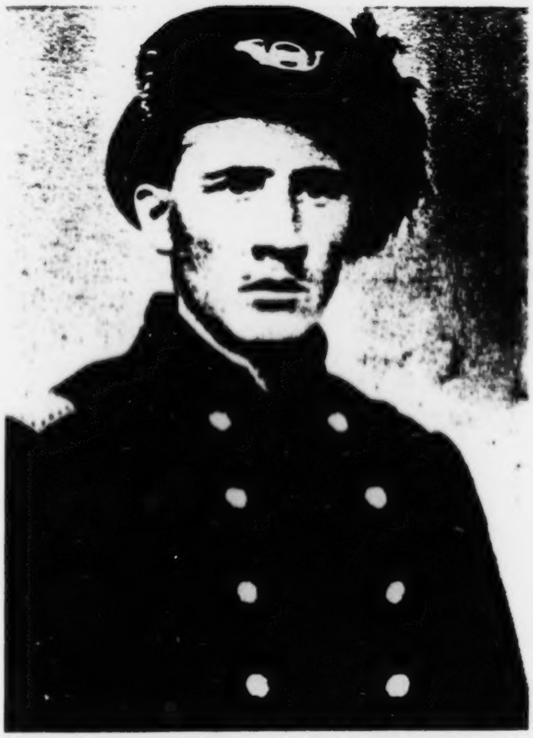
SHSI

William and Jane Thompson posed together for this photograph before he enlisted in the Union Army.

Camp Gad Fly, MO
Oct 11th 1862

My Dear Wife

We marched all day through a continual rain. I think it never slacked a minute during the day & at Night we


SHSI

Major William G. Thompson in 1862 at St. Louis after his enlistment

reached this place, making about 13 miles during the day. The roads were in an awful condition & our Teams did not get into Camp until to night. So our men were without Tents & had to sleep last night out of Doors in the rain. . . .

I can not complain of our eatings. We have plenty. Soft & hard bread, meat salt & fresh, Honey occasionally & Molasses all the time, also Coffee & Tea. Butter is verry scarce. . . .

Yours
Wm G Thompson

McCandless, PA
October 23rd 1862

My dearest William,

I received your kind letter of the 11th last night after I had sent one to the office. I was very gladd indeed to hear of your continued health but I do not know how you escape getting cold for you are in the rain so much. . . . Oh, my dear William how I do wish you were here tonight. . . . Write soon and often, and remember your,
Jennie

P.S. I forgot to tell you they have been drafting here. There were three or four drafted out of Unionville but I cannot spell their names. One is the wagonmaker and one is the blacksmith. Thee people here are afraid there will be another draft before the war will close.

Fayettesville, Arkansas
Dec 10th 1862

My Dear Wife

. . . We have had a battle [the Battle of Prairie Grove]. God Knows what you may have suffered on my [account] by the conflicting rumors you may have heard & not Knowing what had been my fate . . . At every step we took, our brave lads fell wounded or Killed. . . . The [bullets] were coming & going so fast & thick, and my whole attention was on the enemy who were not Twenty yards from us. . . .

But Just at sundown & the [very] last round they shot at us . . . I was hit. . . . The Ball struck me in the side of the Hip & came out of my groin, Just roughing the bone & hurting the leaders & nerves so that I can not have the free use of my leg for some time.

Wm G Thompson

Marion, IA
December 16th, 1862

My dear William,

I have not received any letter yet from you since the battle . . . We cannot hear anything by telegraph for the government has the use of the wires now . . . Last Saturday I got a *Daily Davenport Gazette*. It was directed to Mrs. Major W.G. Thompson and was marked where it gave a full list of the wounded in that battle. . . . I hope to hear that your wound was slight and that you are recovering from it. Dear William, how I wish I could bear the pain for you . . .

From your wife,
Jane Thompson

Major Thompson finally came home to Marion in May of 1864 because of the after-effects of his injury at the Battle of Prairie Grove. There, 40 Iowans were wounded and nine lost their lives.

UNION & LIBERTY!
ONWARD TO VICTORY!!

Questions

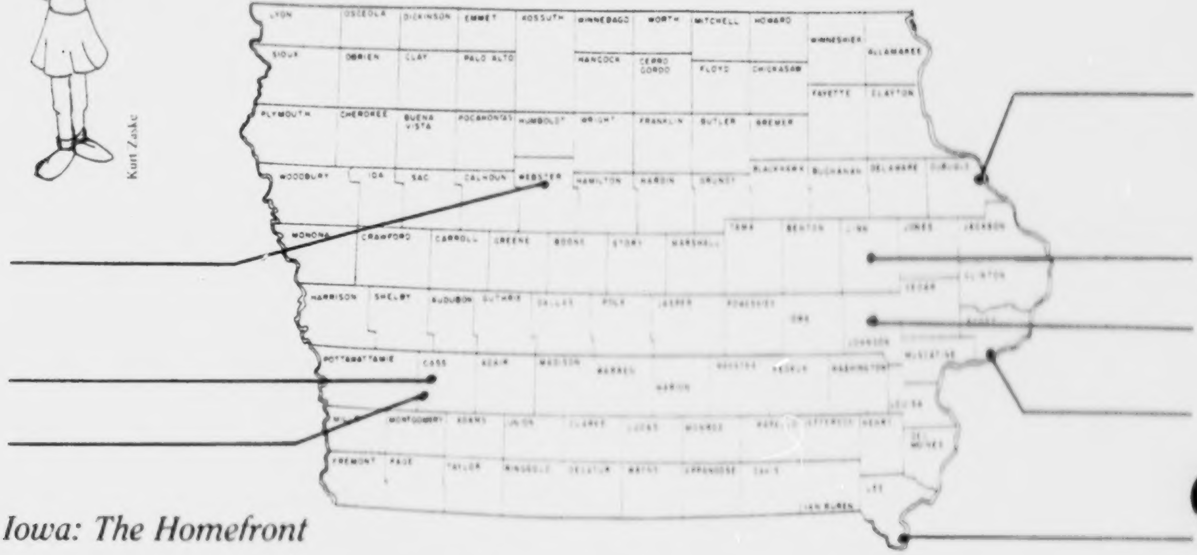
1. How did Jane feel about her husband serving in the Civil War?
2. What were contrabands?
3. How did people at home contribute to the war effort?

Jane Parsons Thompson of Marion, Iowa

SHSI

Kurt Zaske

Wild Rosie's Map Page



Iowa: The Homefront

When you think of the Civil War, do you think of guns and battles? There is a lot more to the story of the war than fighting. In this issue of the *Goldfinch* we're going to explore what was going on in Iowa during the Civil War.

We've marked a few towns on the map that are mentioned in this issue of the *Goldfinch*. Read the clues below and write the name of each town on the blanks above.

Davenport: Annie Wittenmyer opened a home for-orphans in this Scott County town.

Dubuque: Dennis Mahony was arrested for writing articles opposing the Civil War. He was editor of the Dubuque *Herald*.

Fort Dodge: A young boy enlisted as a drummer in the Iowa Infantry in 1862 and was captured by Confederate troops. He tried to escape to return to his Webster County home.

Griswold: Heather Shannon, a student at Griswold Community School, wrote about the Underground Railroad for this issue's History Makers.

Iowa City: The History Mystery photograph on the back cover is of a player from this university town in Johnson County.

Keokuk: During the Civil War, Annie Wittenmyer became a leader in the Soldiers' Aid Society in this southeastern Iowa town.

Lewis: Rev. George Hitchcock ran "the Lewis depot," part of the Underground Railroad, to help slaves enroute to Canada in this town near Griswold.

Marion: A woman from this Linn County town wrote letters to her husband while he fought for the Union during the Civil War.

PRAIRIE voices

Out of the Mud
Pulling Iowa into the Auto Age:

Grade Level **4-12**

Class Periods **1-2**

Goals/Objectives/Student Outcomes:

Students will:

- **Recognize the impact the automobile had on Iowans and their ways of life.**
- **Be able to describe how Iowans promoted "Good Roads," and the reasons for paving roads.**
- **Recognize the need for traffic laws and understand their development and enforcement.**
- **Be able to list the ways in which the automobile was useful to people in rural areas.**
- **Recognize the various ways in which the automobile has affected our culture.**

Materials:

Look for examples of these artifacts or images that can be used to study this topic:

1. Driving gloves
2. Goggles and duster
3. Calendar with print of car stuck in mud
4. "Ding" Darling cartoon satirizing road conditions
5. Good Roads promotion ribbons
6. Highway signs, Lincoln Highway marker
7. Road map of Iowa
8. Ads relating to highways and improvements, muddy roads, road construction crews
9. Picnic equipment
10. Postcards
11. Oil cans
13. Gas pump
14. Gas company signs
15. Burma Shave signs
16. Toy cars

Background:

In the early 20th century Iowans struggled to transform roads designed for horse-drawn vehicles into a paved highway system for automobiles. Rural Iowans quickly discovered the practical advantages of the automobile, which ended rural isolation, enabled better medical care, and increased school attendance.

The same soil that made Iowa's farmland so productive also caused Iowa's dirt roads to be treacherously muddy after rain or very dusty in dry weather. From the turn of the century to the 1930s Iowa had a national reputation for poor roads. While surrounding states developed extensive paved road systems, Iowa had only a few miles of paved roads, plus some "improved" gravel ones. And because local residents often maintained the roads, the quality varied.

Many prominent individuals who were dissatisfied with the state's efforts to improve the roads joined the Good Roads Movement. Everyone wanted better roads, but disagreements arose about how to administer and pay for improvements. Some opposed a central state system, fearing it would wrest too much control away from local governments. Farmers were unwilling to pay the entire cost of paving roads on their land for public use. Finally, in the late 1920s federal money became available, and counties passed bond issues to match that money. By 1931 Iowa had established a network of hard-surfaced roads linking all county seats.

Before the standardized highway numbering system was imposed in 1925, residents gave their local highways distinctive names such as Memorial Highway and the River to River Road, festooning them with colorful markers. The prominent Lincoln Highway, named in 1914 for Abraham Lincoln, stretched from New York to San Francisco, passing through Iowa near what is now Highway 30.

While automobiles were first registered in 1904, it later became apparent that Iowa needed to enforce traffic laws to reduce accidents. The secretary of state was given the power to enforce rules and administer licensing. In 1935 Secretary of State Ola Miller created the Highway Safety Patrol to increase traffic safety and help motorists in trouble. Licenses, first required for chauffeurs in 1919, became mandatory for the general public in 1931. License fees helped provide funds to enforce traffic laws and maintain roads.

The automobile quickly became indispensable to farm families who wanted to socialize, receive medical care, and transport goods to market. Easier transportation led rural schools to consolidate. Rural people shifted their focus to the city.

In the early part of the century many farmers bought Model T Fords. Mass-produced on the assembly line, Model Ts were inexpensive to make and inexpensive to buy. The black cars could be repaired with common tools and parts were readily available. It was so popular in Iowa that Henry Ford opened a parts and body production plant in Des Moines. The plant operated from 1918 to 1932. This building is now Des Moines Central High School.

Country doctors saved much time and many lives by switching to the auto. Farmers with autos could quickly reach a city doctor or hospital during an emergency. Ambulance service increased during the 1930s. Rural babies now were more likely to be born in hospitals than in homes.

In addition, the movement to consolidate rural schools gained more support with the arrival of the auto. Supporters argued that larger schools would improve the quality of rural education by offering more subjects and activities than were possible with one-room schools. True or not, consolidation via school bus and improved roads did increase school attendance. Rural residents with automobiles also had greater access to town libraries.

The auto's popularity triggered a boom of new businesses, including restaurants, tourist homes, filling stations, and motor cabin courts. In the 1920s camping with automobiles became popular as an easy and inexpensive recreation. Companies made specially designed equipment for highway camping and picnics. Towns advertised their attractions through postcards and souvenirs to attract tourists. Road and travel guides were published. To remember their trips, travelers took photographs and kept diaries.

Many Iowa companies manufactured automobiles. Some operated for only a year, others as long as 10 years. By 1940 four major companies dominated the United States market. The smaller companies withered in the hot competition.

Two businesses that flourished with the auto were filling stations and oil companies. They plied their products with catchy roadside signs and symbols. Toys and games geared to highway travel were among the products created for the traveling tourist.

Vocabulary:

Consolidate: To combine, merge.

Federal dollars: Money from the federal government.

Federal matching money: Money from the federal government for a certain project; an equal amount must be raised by local project supporters to equal the federal grant.

Highway commission: The state organization that regulated highway traffic and supervised road improvements. Now called the Department of Transportation.

Isolation: Separated from others; remoteness; loneliness.

Independent: Not depending on or controlled by others.

Mass production: Manufacturing goods in large quantities, usually in an assembly line.

Primary road: A major route connecting roads that are less traveled.

Quagmire: Land with a soft, muddy surface that yields under the feet.

Ration: To give out in fixed amounts, limiting the use of something in short supply.

Reputation: Worth or quality of a person or thing as judged or reported by others.

Revolution: Any major change in habits of thoughts, methods of labor, or manner of life.

Transcontinental: Going across a continent.

Procedure:

1. Students should know when the auto appeared and its importance as an invention. For a brief history of the auto, consult an encyclopedia.

2. Emphasize the dramatic effect the automobile had on people's lives. Have students write a paragraph describing how their lives would be different without cars or buses. Have them illustrate their paragraphs. Hang these on the bulletin board.

3. Try some of these discussion questions with your students. After each question are some possible responses or suggestions to prompt students to explore the question.

Q. Imagine you are one of the leaders of Iowa's Good Roads movement. You're in charge of deciding where paved roads ought to be built in your county. Where would you put them?

A. Encourage students to consider major routes, such as roads to link towns with their county seat, or important market routes, or previously established dirt roads.

Q. Many prominent people were involved in the Iowa Good Roads Movement. Below is a list of some of these people. Why were they interested in good roads?
Editor Harvey Ingham, *Des Moines Register*
Politician Henry C. Wallace
Cement contractor Charles McNider
Publisher E.T. Meredith
Iowa State University agriculture college dean Charles Curtis
Farm leaders

A. All were concerned about Iowa's image with people outside Iowa. The editor and the publisher hoped that better roads would increase their paper's circulation. The dean envisioned increased enrollment by attracting students from far away. The cement contractor could profit from the need for his services. Farmers could more easily get their crops to market, travel to town, and buy their supplies.

Q. Other people were not as supportive of the good roads movement. Why not?

A. Many hesitated to support the movement because they had too many questions without answers, such as: Who pays for building the road? Which roads get paved? How will the work

continued

be done and by whom?

Q. Not everyone was immediately thrilled by the invention of the automobile. Some said it would diminish family values, local culture, and community identity. How might that happen?

A. Increased mobility allows some—especially the young—to depart, while enabling others who might have different ideas and customs to arrive. People may prefer to go traveling instead of staying at home with their family. As people travel farther from home, their world enlarges, and thus they come to see their community as just one piece, rather than the whole puzzle. The way women were viewed was also challenged because many considered driving an "unlady-like" activity.

Q. The automobile fostered a new culture with new needs and wants that in turn created new businesses and industries. What were some of these new companies?

A. Car dealerships, repair and manufacturing businesses, oil companies, filling stations. The auto also brought changes in mail delivery, grocery stores became supermarkets with a wider variety of food, and diners and fast-food restaurants sprang up, as did new kinds of entertainment like drive-in movies.

Q. Some businesses were not as necessary after the auto became popular. Some evolved into related businesses that were geared toward autos. Other businesses suffered great decline. What businesses might have evolved or declined?

A. Evolved: blacksmithing into garages and machine shops. Declined: harness-making, livery stables, and other passenger transportation such as railroads and steamboats.

Q. When the Model T was introduced it quickly became popular. Why did both farmers and townspeople like it?

A. Because the Model T was affordable. It was an inexpensive car to make—stamped out in black on an assembly line—so Ford sold them at a low price. In fact the price of the car decreased in succeeding years. The Model T also was very adaptable and easily repaired.

Q. How was the automobile useful to the medical profession?

A. House calls were easier to make and a car was available for emergencies at any hour. Unlike a horse, a car didn't require constant care and could be left almost anywhere.

Q. Iowans drove for years before they were required to have licenses. Why did the state begin licensing drivers? Why did it start by requiring chauffeurs to be licensed?

A. Licensing provided the state a record of who drove as well as providing state revenue. The state wanted to ensure that all drivers obeyed the same rules and had the same information. Chauffeurs were hired as skilled drivers, thus they ought to be licensed like other professionals.

Q. Discuss some of the ways in which the auto has changed our lives.

A. Our perception of distance has changed thanks to the automobile. For example, we might say, "Iowa City is two hours from Des Moines." Saying that, we assume people know we mean two hours by car.
Our homes also changed with the rise of automobile. Instead of needing a barn far away from the house for a horse, we now build a garage—built to match the size of a car—attached to the house.

Q. What activities do we take for granted today that are difficult to do without a car?

A. Many of us take for granted our daily commute to a job that is at a distance from home. Automobiles also make it easy to quickly run to the store for something we've forgotten. Visiting family and friends who live in other towns has become routine.

Assessment of Outcomes:

Students can explore the themes by using the materials on the Resource List to provide written or oral reports. By using the local library and local historical society students will find information, images and artifacts. Reporting out of information can be accomplished through written or oral reports or construction of models or exhibits.

Extensions and Adaptations:

The following topics can be used for panel discussions, classroom debates, written or oral reports, or construction of small scale exhibits/displays.

What are some safety features of cars today? Find out which of these were on early autos. When were they added? Do these features change how the car is marketed? Do ads try to sell the safety features?

As more people took to the roads the need for regulations increased. How was the public involved in developing these rules? What are some of our concerns about driving today? How does the public become involved? Has this changed?

Find out what conveniences were available to those who traveled by car in your area during the 1920s and 1930s. (Consider diners, motels, campgrounds, and service stations). Who started them? Do they still exist, and are they owned by the same family?

Did the automobile affect your school system? Are you in a consolidated district? When did it consolidate? What is its history of consolidation? When was a school bus system started? Where did early buses run? What are today's bus routes?

Like cars, telephones and radios eased rural isolation. Today we put radios and telephones in our cars to relieve the isolation of driving long distances. When were radios first put in cars? Were they put in for entertainment or for news and information? Find out when other conveniences were added to cars, such as glove boxes, cigarette lighters, and vanity mirrors. What does this tell you about how our attitudes toward transportation have changed?

"Ding" Darling was an editorial cartoonist for the Des Moines Register for many years. His cartoons poke fun at a variety of serious issues, including autos, roads, and motorists. Find back issues of the Register to see other Darling cartoons about the issues facing motorists. Write a report that sums up these issues. Do you think the cartoons changed people's views? Check your hometown newspaper for similar cartoons. Draw your own cartoon that tells how you feel about driving conditions today.

During the early days of the automobile many Iowa companies tried to enter the market. Have students research car manufacturers in or near their town, using the list of manufacturers following. City directories may contain useful information. Have students find out who worked for the company, what the working conditions were like, and whether there are any other manufacturers not on this list.

Plan an imaginary tour across Iowa or across the United States. Choose a place of particular interest to visit such as a town, a park, or a historic site. Plot the trip on a large map. Find the most direct route and mark it, noting interstates, highways, and other main roads. Figure mileage. Determine travel time, keeping in mind speed limits. What is the total mileage and travel time? Make a report (oral or written) about the place you want to visit. Include the site's significance and history, who settled there and why, what jobs are available, what products are produced there, what the land looks like, and what its climate is like.

Imagine you own a small oil company. You compete with Standard Oil and other local companies for customers. Design a sign, logo, and slogan that you think will spark people to buy your product. Where will you advertise your product, and who do you think will buy it?

Make postcards of your hometown. First, make a list of places and things that tourists might find interesting. Photograph these scenes, using any available camera. Then mount the prints onto a blank index card. Include a caption for each postcard. Send your postcard to a friend or relative out of town. (To mail it you may have to put it inside an envelope).

The invention of the automobile inspired songs about the new machine. Find some of these songs and learn the words and music. What do the songs tell you about early motorists and their autos? Next, find more recent songs about autos, roads, and driving. What stories do they tell? How has the view of the automobile changed?

On your next trip keep a travel diary. Write down your impressions of the people you meet, and the places you go. Also describe the weather and the travel conditions.

One of the best and most interesting ways to learn about a historical event is to talk with people who lived through it. Conduct an oral history project about the early days of the auto with someone who worked on the roads or with one of your relatives, such as your parents or grandparents. Use a tape recorder so you don't miss anything as you interview them.

Ask them to describe their first car. Find out when they got it, what it looked like, what was its "latest" feature, and how it differed from the one they now own.

Also ask them to describe what the roads were like when they were your age and about family vacations they took by car. When and where did they go? What did they take with them? How long did the trip take? What did they take with them? Where did they stay? What were the popular vacation spots in the 1920s, 1930s, and on up through today?

Ask an older person to discuss the rationing of gasoline during World War II. How did it affect where they traveled? Did people travel together to save gas coupons? How did rationing affect schools, farmers, and public transportation?

Make a class book containing the oral histories. What general statements can be made from these findings?

Resources:

These materials will help you find out more about the early years of the auto. (SHSI stands for State Historical Society of Iowa; AEA is Area Education Agency.)

4th-8th Grade

"The Automobile Age," *The Goldfinch*, Vol. 4, No. 2, Nov. 1982. (SHSI) Entire issue devoted to roads and early auto travel.

Weitzman, David, *My Backyard History Book*. Little and Brown Company, Boston, 1975. (Interlibrary loan through the publisher) Excellent book for children; emphasizes family and local history, how to do oral history.

Iowa Country Schools. (Video Recording), Iowa Public Broadcasting Network, 1979. 30 min. Teachers guide. (AEA 9, 10, 11)

Traveling Highway 6. (Video Recording) Iowa Public Broadcasting Network, 1975. 30 min. Teachers guide. (AEA 9, 10, 11)

9th Grade to Adult

Barrett, Paula Colby. "The Colby Motor Company." *The Palimpsest* 62 (July-August 1981): 118-128 (SHSI, public library) Story of an early auto manufacturer.

Beitz, Ruth S. "Whirlwinds on Wheels." *Iowan* 11 (Summer 1963): 12-16, 51 (SHSI, public library) Pioneer Iowa automakers, including Frederick and August Duesenberg.

Butts, A.P. "Boomer Hill." *Trail Tails* 5 (1971): 2-6, 15-19 (SHSI, public library) Joy riding in 1909 in Boone, Iowa.

Clements, Ralph H. "Seedling Mile." *Iowan* 17 (Fall 1968): 22-24 (SHSI, public library) First mile of concrete highway in Linn County in 1918.

continued

Davis, Rodney O. "Iowa Farm Opinion and the Good Roads Movement 1903-04." *Annals of Iowa* 37 (1964): 321-38. (SHSI, public library) Looks at the good roads movement from the farmers' perspective.

Dodds, Naomi. "A Farmers Road." *Cedar County Historical Review* (1971): 13-15 (SHSI) The maintenance of a farm road.

Funk, A.B. *Fred Maytag, A Biography.* Torch Press, 1936. (public library, interlibrary loan) Maytag was the producer of the Maytag washer and car.

Hokanson, Drake. "The Lincoln Highway: Forgotten Main Street through Iowa." *Iowan* 31 (Summer 1983): 4-21, 50, 53 (SHSI, public library)

Iowa State Patrol, 1935-1980. Walsworth Publishing Co., 1985. (public library, interlibrary loan, AEA 9, 7)

Knupp, Floyd M. "Motoring to a Wedding." *Palimpsest* 60 (March-April 1979): 62-64. (SHSI, public library) Tells the story of traveling Iowa roads on the way to a relative's wedding.

May, George S. "The Good Roads Movement in Iowa." *Palimpsest* 46 (1965): 65-122. (SHSI, public library)

McClellan, Keith. "The Morrison Electric: Iowa's First Automobile." *Annals of Iowa* 36 (1963): 531-68. (SHSI, public library) The Morrison was built in Des Moines in 1895.

Meusberger, Joanne. "Farm Girl."

Palimpsest 68-69 (Winter 1987, Spring 1988). (SHSI, public library) Two-part article on a young girl's memories of rural Iowa.

Olson, Helen Dean. "My First Auto Trip." *Kansas Quarterly* 8 (1976): 21-24. (Kansas Historical Society, interlibrary loan) Traveling from northwest Iowa to Janesville, Wisconsin.

Teape, Vera Marie. "The Road to Denver." *Palimpsest* 61 (Jan-Feb. 1980): 2-11. (SHSI) Early Iowans drive to Denver, Colorado.

Thompson, W. H. *Transportation in Iowa, 1846-1980.* 1982. (public library) A bibliography.

The American Road. 1953. Color film, 38 min. (State Library)

Golden Age of the Automobile. 1970. Color film, 30 min. (State Library)

Roads to Grow On. 1973. Color film, 22 min. Iowa Highway Commission (State Library)

Detective Work

Here are suggested themes for student research. To explore the themes, use your local library, which, through its own collections and interlibrary loans, should prove helpful. The results might be presented in both a written and an oral report.

✓ What are some safety features of cars today? Find out which of these were on early autos. When were they added? Do these features change how the car is marketed? Do ads try to sell the safety features?

✓ As more people took to the roads the need for regulations increased. How was the public involved in developing these rules? What are some of our concerns about driving today? How does the public become involved? Has this changed?

✓ Find out what conveniences were available to those who traveled by car in your area during the 1920s and 1930s. (Consider diners, motels, campgrounds, and service stations.) Who started them? Do they still exist, and are they owned by the same family?

Model No. 3, $650.00 without top

✓ Did the automobile affect your school system? Are you in a consolidated district? When did it consolidate? What is its history of consolidation? When was a school bus system started? Where did early buses run? What are today's bus routes?

Model No. 9, $700.00 without top

✓ Like cars, telephones and radios eased rural isolation. Today we put radios and telephones in our cars to relieve the isolation of driving long distances. When were radios first put in cars? Were they put in for entertainment, or for news and information? Find out when other conveniences were added to cars, such as glove boxes, cigarette lighters, and vanity mirrors. What does this tell you about how our attitudes toward transportation have changed?

Mode No 10, $750.00 without top

✓ "Ding" Darling was an editorial cartoonist for the *Des Moines Register* for many years. His cartoons poke fun at a variety of serious issues, including autos, roads, and motorists. Find back issues of the *Register* to see other Darling cartoons about the issues facing motorists. Write a report that sums up these issues; do you think the cartoons changed people's views? Check your hometown newspaper for similar cartoons. Draw your own cartoon that tells how you feel about driving conditions today.

✓ During the early days of the automobile many Iowa companies tried to enter the market. Have students research car manufacturers in or near their town, using the list of manufacturers given on the next page. City directories may contain useful information. Have students find out: who worked for the company; what were their working conditions; are there any other manufacturers not on this list?

IOWA AUTO MANUFACTURERS

PLACE OF MANUFACTURE	PRODUCT	DATE OF OPERATION
Bettendorf	Meteor	1908
Cedar Rapids	Beck truck	1912-1922
Charles City	Hart-Parr tractor	1908
Council Bluffs	Bertzchy	1909
Davenport	Davenport	1902
	Independent truck	1917-1927
Des Moines	Morrison	1895
	Des Moines	1902
	Mason	1906-1910
	Wells	1914
Dubuque	Adams-Farwell	1905-1913
Gladbrook	Mann	1895
Fort Madison	Deloura	1902-1903
Grinnell	Spaulding	1910-1916
Hampton	Hobbie	1908-1910
Henderson	G.W.W. truck	1916-1921
Keokuk	Gate City	1904
LuVerne	Leicher	1903
Marathon	Swanson	1910
Marshalltown	Marshalltown	1910
Mason City	Colby	1911-1914
Muscatine	Littlemac	1930-1932
Nevada	Nevada truck	1913-1916
Newton	Foster	1908
Osage	Frazee	1903
Oskaloosa	States	1911
Ottumwa	Bell truck	1919-1923
	Dain truck	1912-1913
Redfield	Nelson	1898
Sidney	Lybe	1895
Sioux City	Sioux City	1901
	Hawkeye truck	1916-1933
Waterloo	Arabian	1915-1917
	Asquith	1901
	Caldwell	1908
	Dart truck	1922
	Davis	1895
	Duryea	1900-1911
	Filshback	1912
	Galloway	1908-1911
	LCE	1914-1916
	Mason/Maytag	1906-1915
	Summit	1907-1909
	Waterloo	1908
Webster City	Smisor	1900

VOCABULARY REVIEW

Here's a quiz to review the information in the vocabulary list.

1. To combine, merge _ _ _ _ _ _ _ _ _ _ _
2. Fuel _ _ _ _ _ _ _ _
3. Rocky road surface _ _ _ _ _ _
4. Make in large quantities _ _ _ _ _ _ _ _ _ _ _ _ _ _
5. Sleep outdoors _ _ _ _
6. Permit to drive _ _ _ _ _ _ _
7. Money from U.S. government for which an equal amount is raised _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
8. Not controlled by others _ _ _ _ _ _ _ _ _ _ _
9. Ford made these inexpensive autos _ _ _ _ _ _
10. Highway named for a president _ _ _ _ _ _ _
11. "Out of the _______" _ _ _
12. A major route _ _ _ _ _ _ _ _ _ _ _
13. Secretary of State _______ Miller _ _ _
14. Petroleum product _ _ _
15. To limit amount _ _ _ _ _ _
16. Going across a continent _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
17. The "Good _______Movement" _ _ _ _ _
18. Remoteness _ _ _ _ _ _ _ _ _
19. State organization _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Answers:

1. Consolidate
2. Gasoline
3. Gravel
4. Mass production
5. Camp
6. License
7. Federal matching money
8. Independent
9. Model T
10. Lincoln
11. Mud
12. Primary Road
13. Ola
14. Oil
15. Ration
16. Transcontinental
17. Roads
18. Isolation
19. Highway Commission

How Women Got the Vote:
The Story of Carrie Lane Chapman Catt

Grade Level **5-12**

Class Periods **3**

Goals/Objectives/Student Outcomes:

Students will:

- **Learn about the 72-year long effort for the enfranchisement of women in the United States.**
- **Understand Iowan Carrie Lane Chapman Catt's leadership role in that effort.**
- **Describe the work of the suffragists and the strategies that led to eventual passage of the 19th amendment to the United States Constitution.**
- **Analyze the major historical events between 1848 and 1920 regarding women's rights.**
- **Compare and contrast the arguments regarding women's vote.**
- **Distinguish the differences between women's place in society before and after the passage of the 19th Amendment.**
- **Describe Carrie Lane Chapman's Iowa background and leadership in the crusade for women's right to vote.**

Older students will:

- **Compare opportunities for women now with the pre-1920 opportunities.**
- **Extrapolate from the study of the 1848 situation regarding violence against women and assess the current situation regarding violence against women.**

Materials:

1. Videos
2. Poster board
3. *Goldfinch* articles

Background:

Until 1920 only males were granted full citizenship in the United States. Women were treated as "second class citizens" because they could not vote. Women in 26 other countries had already won the right to vote before women in the United States gained that right. (Using an overhead projector, show the cartoon about the word "suffrage" from *The Goldfinch*, 1989, p. 31 as an introduction.)

How did women's suffrage come about in our country? Who were some of the courageous crusaders for women's right to vote?

Crusaders for the right to vote first had to organize in order to win the right to vote. The video, "Carrie Chapman Catt, Honoring the Dream," describes the organization and goals of the National Woman Suffrage Association. It was not easy to convince male lawmakers to change the United States Constitution. Supporters of women's suffrage had to be articulate debaters to convince others to support the issue.

What were some of the arguments for and against women's suffrage? Who actively supported suffrage in Iowa? Do we hear any similar arguments today on issues affecting women?

During the long effort to achieve the right to vote—the right of full citizenship—thousands of women wrote letters, buttonholed their legislators, honed their persuasive speaking skills, and sold their rings and brooches to gain financial support In the early years, women traveled by train—or even side car, horse drawn cart, bicycle. and carriage to make their views known.

During the last 20 years of that effort, Iowan Carrie Chapman Catt was the principal leader in the suffrage movement. She was a superb organizer and her skills and strategies were a key to her success. Once the 19th Amendment was passed, she realized the crusade was won but more work was needed to educate people to be responsible citizens. To accomplish this she founded an organization in 1920 to educate people how to exercise their right to vote and to prepare women to take their place in public office as elected and appointed officials. That organization is the League of Women Voters.

Procedure:

Lesson I

Objectives:
1. To view the video documentary of the 72-year effort to gain the right to vote.

2. To recognize the names of major national leaders in the struggle.

Introduce women's suffrage by giving a brief history of the subject beginning with the Seneca Falls Women's Rights meeting of New York in 1848. Describe Susan B. Anthony's motivation for action, her associates in the Seneca Falls meeting, other women across the nation such as Amelia Bloomer—who lived in Council Bluffs and was an early crusader for women's right to vote—as well as the men who worked for women's suffrage.

Divide the class arbitrarily into two groups (not by gender, race or some other "loaded" dimension) then let half the class vote on some decisions that would affect them all. This exercise effectively leads into a comparison with the disenfranchising of half of the population.

Share the questions that will be asked at the end of the unit. This allows students to be alert to important concepts as they proceed through the unit and makes the learning of these concepts their responsibility.

Use a timeline (large poster) such as the one pictured in *Goldfinch* 11 (Sept. 1989): 16-17 to give the broad picture.

In addition to one or more of the above exercises, view the video, "Carrie Chapman Catt, Honoring the Dream."

Assigned Reading for the Day:

Grade 5—*Goldfinch* 11 (September 1989): "Women Who Worked for the Vote," p. 19; "Suffrage Scrapbook," pp. 22-23; "If You Were a Woman in 1880," p. 24.

Middle School—*Goldfinch* 11 (September 1989): "Documents of Justice," p. 13; *Goldfinch* 8 (February 1987): "Amending the Constitution," pp. 12-13.

High School—*The Book of Distinguished American Women*: "Susan B. Anthony," pp. 16-17; "Lucy Stone," pp. 92-93.

Assignment for Day 2:

While watching video, list arguments for and against women's vote.

Lesson II

Objectives:
1. To state the arguments used for and against women's suffrage in the 1900-1920 era.

2. To describe the role of Iowan Carrie Chapman Catt and other Iowans in the effort for suffrage in Iowa and the United States.

Introduce the subject by reviewing the video used in Lesson I and relating the assigned readings. Help the students understand the period 1915-25 by using statistics, the Twenties and by drawing upon their assigned readings.

Group them into small groups (dyads) and ask them to develop arguments that might have been used between 1900-1920 for and against giving women the right to vote. After allowing them up to 10 minutes, use those groupings to stage a debate.

Role plaing, stage a speech as Carrie Chapman Catt might have made in front of a mixed group of citizens of 1900-1920. Assign roles such as hecklers, supporters, lawmakers, and presenters.

Use a chart to compare the arguments for and against allowing women to vote. Let students role-play arguments in support of or in opposition to the issue.

Assigned Reading:

Grade 5—"Women Should Vote, Women Should Not Vote," *Goldfinch* 11 (September 1989), p. 5.

Middle School—Use the above and "Men Who Worked for Suffrage," *Goldfinch* 11 (September 1989), pp. 14-15.

High School—Above resources and *The Book of Distinguished American Women*: "Alice Paul," p. 78 and "Jeanette Rankin," p. 80, related materials in other suggested resources and Laura Kline, "A Woman's Place," *Visions*, Iowa State University, (Fall 1990): 27-30

Lesson III

Objectives:
1. To analyze Carrie Chapman Catt's place in the suffrage movement in Iowa and across the nation.

2. To relate women's wish to be part of the governing process with current day participation in the electoral process, for example, universal suffrage (voting by all citizens), females holding appointive or elective office, efforts to pass the Equal Rights Amendment in Iowa.

a. Use the activities "Who Can Vote When?" or "How Much and When?" a crossword puzzle from *Goldfinch* 8 (February 1987).

b. Arrange to have a current voting booth brought into class, invite a member of the League of Women Voters to speak about voting and let students actually use the booth to "vote." The county auditor would be the right person to contact regarding the voting booth.

c. Discussion: What might have been the feelings of women who couldn't vote? What activities at Iowa State College might have prepared Carrie for her leadership role in the suffrage movement? Why did Carrie Chapman Catt feel it necessary to call for a new organization, the League of Women Voters? Do you think people feel the privilege and responsibility of being part of the governing process today? If Carrie and other suffragists were living today, what might they be working to accomplish?

Assigned Reading:

Grade 5—"Women who worked for the vote in Iowa," *Goldfinch* 11 (September 1989): 19 and "One Iowan's Life, Carrie Chapman Catt," *Goldfinch* 11 (September 1989): 6.

Middle School—Above resource and "Keeping Up with the Times" in student text, *Iowa Heritage in the American Revolution*.

High School—Above resources and selections on Carrie Chapman Catt in Louise Noun, *Strong Minded Women*; Nancy Neumann, *The League at 75*; or Mary E. Palmer, "Carrie Chapman Catt."

continued

Assessment of Outcomes:

In an essay or class debate present arguments for and against women receiving the vote.

Students will:

- describe in a class discussion the major players and their contributions in the suffrage movement.

- place on a timeline the important events leading to the passage of the 19th amendment and explain in essay form the strategies employed by suffragists.

- summarize in writing Carrie Lane Chapman Catt's background and her significant role in the crusade for women's right to vote.

Extensions and Adaptations:

Take a field trip to the Iowa Capitol to see the Iowa Women's Hall of Fame Exhibit.

Take a field trip to Charles City to see Carrie's girlhood home and have her work described by Rhoda McCartney, 515-228-3336, President of the 19th Amendment Society of Charles City.

Invite Jane Cox, playwright and actress in the play "Yellow Rose of Suffrage" to present at a student assembly. Jane Cox, Iowa State University Theater, 210 Pearson, 515-294-9766.

While in Ames, tour Carrie Chapman Catt Hall, Iowa State University, contact Carole Horowitz, Iowa State University, 515-292-9454.

Use the "Know, Want to know, Learned" process to review the unit.

Write articles for a newspaper on the passage of the 19th Amendment or prepare articles for a special edition of the newspaper.

Invite women who voted for the first time in the 1920s and '30s who could recall their feelings at being able to vote for the first time.

Contact your local League of Women Voters and invite several members to share their knowledge on voting and participation in the political process.

Plan a special event for the community to coincide with Women's History Week in March.

Resources:

Supplemental Curriculum Unit Available:
Eisenberg, Bonnie, "Woman Suffrage Movement 1848-1920," available from National Women's History Project, 7738 Bell Road, Windsor, CA 95492; 707-838-6000. This is an excellent unit designed to be used in a history or government class in grades 5-12. It includes questions for research and discussion, historical photos, suggested class activities, and information about African-American suffragists. It would be a good resource to accompany the unit on Iowa Suffrage.

Videos:

1. "Carrie Chapman Catt, Honoring the Dream," 21-minutes. Tells the story of the effort to get the 19th Amendment passed and focuses on Carrie Chapman Catt's participation and leadership in the suffrage movement. Available from Iowa State University Media Distribution, 112 Pearson Hall, Iowa State University, Ames, IA 50011, 515-294-1540, Rental Price—$11.00 plus shipping, Catalogue No. 47809 or League of Women Voters of Iowa, 4815 University, Suite 3, Des Moines, IA 50311-3303, 515-277-0814. Rental Price—$5.00. Available for purchase from Rhoda McCartney, 19th Amendment Society, P.O. Box 19, Charles City, IA 50616.

2. "Carrie Chapman Catt, ISU's Most Distinguished Alum," 18 minutes. Available from Iowa State University Media Distribution (Catalogue No. 40002) or League of Women Voters of Iowa. (See #1 for contact information and rental price.)

Books:

1. Mary Gray Peck. *Carrie Chapman Catt: A Biography*. New York: H. W. Wilson Company, 1949.

2. Jacqueline Van Voris. *Carrie Chapman Catt, A Public Life*. New York: Feminist Press, 1987.

3. Louise Noun. *Strong Minded Women*. Ames: Iowa State University, 1969.

4. Eleanor Flexner. *A Century of Struggle: The Woman's Rights Movement in the United States*. New York: 1971.

5. Nettie Rogers Shuler and Carrie Chapman Catt. *Woman Suffrage and Politics*. New York: C. Scribner's Sons, 1923.

6. Nancy Neumann. *The League at 75*. Washington, DC: League of Women Voters.

7. Paula Giddings. *When and Where I Enter: The Impact of Black Women on Race and Sex in America*. New York: Bantam Books, 1984.

8. Aileen Kraditor. *The Ideas of the Woman Suffrage Movement, 1890-1920*. Garden City: Doubleday Anchor, 1971.

Journals:

1. Louise Noun. "Carrie Chapman Catt—Trouble in Mason City." *The Palimpsest* 74 (Fall 1990): 130-144.

2. Laura Kline. "Woman's Place." *Visions*, Iowa State University (Fall 1990): 27-30.

3. "Carrie Chapman Catt and Woman Suffrage." *Goldfinch* 11 (September 1989).

Other Resources:

1. "Amending the Constitution: Women Suffrage." *Goldfinch* 8 (February 1987): 12-13.

2. National 19th Amendment Society Handout—Chronology of Carrie's Life, Honors and Awards and Sketch of Childhood Home.

3. John Temple Graves. "One of the World's Great Women." *Cosmopolitan* (Feb. 1916): 445.

6. Mary E. Palmer. "Carrie Chapman Catt." *Iowa Voter*, June 1976.

7. Mary Ann Tetreault. "African-American Women's Fight for Woman Suffrage." *IoWoman* 25, No.1.

8. Stephanie Pratt of Iowa Commission on the Status of Women is available to speak to Central Iowa schools and civic and social organizations about woman suffrage during 1995, the 75th anniversary of suffrage. For more information, contact Pratt at 515-281-4470 or 800-558-4427.

9. The Des Moines Playhouse performs a 1/2 hour interactive play about the life of Iowa suffragist Carrie Chapman Catt. The play is especially targeted toward grade school children, with audience interaction following. For more information, contact The Playhouse, 515-277-6261.

10. Joyce Hope Scott. "Black Nationalist Fiction," in *Nationalisms and Sexualities*, Andrew Parker, ed. New York: Rutledge, 1992.

Quotes From Carrie Chapman Catt:

"The chief end of all of us is to build a good society."

"Service to a just cause rewards the worker with more real happiness and satisfaction than any other venture in life."

"Failure is impossible." (Susan B. Anthony's last public words. Carrie always had this motto hanging in her office.)

"We hold these truths to be self evident that all men and women are created equal." (From the Seneca Falls document—Carrie quoted it often.)

"Don't give up. March forward." (Words after a New York defeat)

"I have lived to realize the great dream of my life—the enfranchisement of women."

"We are no longer petitioners, but free and equal citizens." (Upon winning the vote)

"Women have suffered agony of soul which you can never comprehend, that you and your daughters might inherit political freedom."

"Progress is calling to you to make no pause. ACT!"

"Fight forward bravely and with great understanding."

"Give yourself." (Closing of her Iowa State College commencement address)

"Working for suffrage is not a duty; it is the privilege of a lifetime."

"The vote is a power, a weapon of offense and a defense, a prayer. Use it intelligently, conscientiously, prayerfully."

"I much prefer to give the little I have to the living causes of this day rather than to a memorial of the past."

"Women, are you ready now to go gather as the women did at Seneca Falls and lay out a program of wrongs still to be righted and of rights to be attained?"

"The national organization had no money, but they agreed to send what was better than silver or gold, Mrs. Carrie Lane Chapman." (From a Colorado newspaper after the state's successful suffrage campaign)

"I remember the world used to say of a married woman, 'She has clothes, shelter and food. What more can she want?' I am skeptical about the contentment of these women."

"If the women went home as full of convictions as my garments were of perspiration, it was a success."

"With the same consecration to a great cause manifested by the pioneers who set our feet upon the path leading upwards, with the same devotion revealed by those who came after and performed drudgery of weary years, you free women of America, must lead on to the ideal democracy never yet attained, but which alone can salvage civilization."

A System of Rules

Grade Level **4-12**

Class Periods **3**

Goals/Objectives/Student Outcomes:

Students will:

- **Understand the framework of rules used in our national and state governments.**
- **Learn the process by which states are created and then become a part of the United States.**
- **Learn about the levels of local governments, their powers and responsibilities, and the extent of their jurisdiction.**
- **Learn about the methods of law enforcement, administration of justice, punishment of offenders, and the personnel involved in these activities.**
- **Understand that the rules by which people live change from time to time and from place to place.**

Materials:

1. Copies of the United States and state constitutions
2. Annual reports of governmental agencies
3. Lists of government offices in your area
4. Names and addresses of all local government officials
5. Newspapers, old and new
6. News magazines, old and new
7. History and civics books, old and new
8. Encyclopedias, dictionaries, and other reference books
9. World almanacs, old and new

Background:

When people live together in groups, some sort of system must be created to minimize disagreements and to settle disputes. In the United States this system was formed by the Constitution. After the original 13 states united, they provided for new states to join the young country by adopting their own constitutions.

Before Iowa could be admitted to the United States on December 28, 1846 the proposed state's draft constitution had to be approved by the national government as well as by a vote of the people living in the territory. Provisions within that constitution allowed for the creation of counties, townships, and municipalities—including towns and cities—within the state. These levels of government made it easier to govern the individual, since the national government cannot legislate on purely local concerns.

As the population grew, additional units of local government were created to handle specific situations. Among these local units were districts that administered and financed schools, libraries, fire prevention, soil conservation, water conservation, and hospitals.

In the United States all systems of rules by which we live arise from its citizens. Citizens elect representatives to make and administer laws and to adjudicate disputes. We have law enforcement on all levels, including city police, county sheriffs, state militia, and the armed forces of the United States. These agencies protect citizens from outside dangers and also prevent injury and violence among citizens.

Procedure:

This thematic lesson plan is intended to introduce this particular topic to students. The activities are intended to introduce students to the process of inquiry that can be applied to the study Iowa history. In many cases the same activities can be used to explore the topic in a variety of Iowa history time periods. This lesson plan can also be used in conjunction with other topical areas in this curriculum.

These thematic lesson plans underscore basic skills such as reading, writing, communicating orally, and collecting reference sources. Many of the activities will give students practice in using higher skills as in reading, writing, communicating orally, collecting reference sources and using a library; distinguishing between primary and secondary sources; using charts and timelines; and developing vocabulary. The teacher can introduce higher level skills through these activities such as collecting information from a variety of sources through observation and questioning; compiling, organizing, and evaluating information; comparing and contrasting; drawing conclusions or inferences from evidence; considering alternative conclusions; making generalizations; recognizing points of view; understanding how things happen and how things change; recognizing how values and traditions influence history and the present; grasping the complexities of cause and effect; developing a chronological sense; and understanding events in context.

Activities:

1. On a map of your state, fill in the boundaries and names of all of the counties.

2. On a map of your county, fill in the boundaries and names of all of the townships, towns, and cities.

3. On a map of your town, mark the location of all buildings connected with laws and law enforcement.

4. Write a report comparing the Constitution of the United States with the constitution of Iowa.

5. Visit the city hall and the county court house nearest your school. What offices and officers are located in each? What services are provided for citizens in each?

6. Attend a meeting of your city council and your board of supervisors.

7. Interview a judge, a police officer, and an attorney about their training and their work.

8. Research the constitutions of other states and other countries and list similarities and differences to those under which you live.

9. Read newspapers and other sources of information about the past, to find out what actions were illegal at other times in our history.

10. Discuss the controversies over different methods of punishments used for those people who break the law.

11. Discuss how laws sometimes restrict individual rights and actions in favor of the welfare of the whole community.

12. Make a chart of how a bill becomes a law in the Iowa government.

13. Make a chart of how a bill becomes a law in the federal government.

14. Make a list of services that are provided by governmental units and paid for by tax money.

15. Make a list of the types of tax revenue raised by each level of government.

16. Write a report on how individual citizens can influence making and changing laws.

17. Describe the reasons for and processes of amending constitutions.

18. Make a chart showing as many different forms of government as possible, and the ways in which each form achieves and maintains power.

19. Find illustrations of the uniforms and distinctive emblems and badges worn by people involved in making and enforcing laws.

20. Compare and contrast the role of the police and the armed forces in enforcing laws.

21. Students divide into teams and prepare debate materials on an issue currently being discussed by a state legislature or the United States Congress.

22. Write a report explaining the roles of the executive, the legislative, and the judicial branches of government and how they check and balance each other.

Assessment of Outcomes:

1. Write a letter to a member of the United States Congress or the state legislature, expressing your opinion on a current issue.

2. Write a letter to the editor of a local newspaper expressing your opinion on a current issue.

3. Make a chart showing different forms of government, and where and when they have been practiced.

4. Create a model or draw a picture of a building in your area that is used for governmental purposes.

5. Make a photographic display of the buildings in your area used for governmental purposes.

6. Prepare a directory of government officials effect your life and explain what each of them does.

Extensions and Adaptations:

Most of the activities listed under procedures can be easily adapted to meet the learning needs of most students at various ages. Many of the listed activities can be used as art, music, writing, math, or science projects. Be sure to draw on teachers within your school and resource people in your community. The folklife section of this curriculum provides a list of community resource ideas.

Resources:

Contact the Iowa History Resource Center at the State Historical Society of Iowa for a list of books, videos, organizations and ideas for studying Iowa history. Write to: Education Coordinator, State Historical Society of Iowa, 600 East Locust, Des Moines, Iowa 50319.

PRAIRIE voices...

Territory and Statehood of Iowa

Grade Level **5**

Class Periods **2-3**

Goals/Objectives/Student Outcomes:

Students will:

- **Understand the steps to be followed in creating a district, a territory, and eventually a state.**
- **Recognize the different areas of which Iowa has been a part.**
- **Recognize the three capitals of Iowa and the importance of each.**
- **Be able to identify key people in the development of the state of Iowa.**

Materials:

1. Two attached pages of background
2. Student Activities—two attached worksheet pages
3. U.S. maps for each student, in atlas or social studies text

Background:

After the Revolutionary War, the new United States had only thirteen states. Between these eastern states and the Mississippi River the land was controlled by the national government. The government established a process so that regions could become states.

First a region would be designated a district, with a governor appointed by the president and the army keeping order. As more settlers arrived, the district became a territory. A territory also had a governor appointed by the president, but in addition it had an elected legislature to make its laws. No territory, however, could have a representative in Congress. When more people moved in, the territory could become a state, elect its own governor and legislature, and send representatives to Congress in Washington, D.C. Iowa went through all these steps to reach statehood.

In 1803, President Thomas Jefferson arranged for the purchase from France of enough land west of the Mississippi River to double the size of the United States. The land was home to Native Americans and a few explorers. Iowa was a part of the Louisiana Purchase.

In 1834, Iowa became part of the Michigan Territory, which included what is today Michigan, Wisconsin, Iowa, Minnesota, and parts of the North and South Dakota. When Michigan withdrew to become a state in 1836, the remaining area was called the Wisconsin Territory.

Feeling that the Mississippi River separated them from the others in the Wisconsin Territory, settlers met on September 16, 1837 at Burlington, Iowa to organize themselves into a territorial convention. The United States Congress was petitioned to divide the Wisconsin Territory and allow the 25,000 people living west of the Mississippi River to become the Iowa Territory.

On February 6, 1838 Congress voted to establish the Iowa Territory, effective July 4th. President Martin Van Buren appointed Robert Lucas, a former governor of Ohio, as the new governor for a term of three years.

Governor Lucas visited several towns along the Mississippi River before choosing Burlington as the capital of the new territory. Elections were held for the two-part legislature. The Council had 13 members with two-year terms, and the House of Representatives had 26 members serving one-year terms.

The legislature first met at the Old Zion Methodist Church. Since settlers were moving west of the Mississippi, it quickly was decided to move the territorial capital to Johnson County and to call the new site "Iowa City." In 1839 the governor appointed a committee that included Chauncy Swan to determine the exact location for the new capital. By 1842 a graceful capitol building housed the territorial legislature near the Iowa River in Johnson County.

Two years later Iowans voted to begin taking steps toward statehood. A state constitution, or set of laws and plan of government, was drawn up. One law stated that any white male citizen over the age of twenty-one could vote. Women and African Americans were excluded. Boundary lines were drawn, extending Iowa as far north as present-day Minneapolis, Minnesota.

When sent to Congress in Washington D.C., the Iowa constitution was readily approved, but the boundary lines were not. Some U.S. congressmen did not want

Iowa extending as far west as the Missouri River. Eventually, compromise was reached, and on December 28, 1846 President James Polk signed the law making Iowa—now home to more than 96,000 people—the twenty-ninth state of the United States.

Within four years, Iowa's population had doubled, to 192,000 citizens. By 1856 the state boasted 518,000 residents, many of whom lived far west of the capital city. In 1857 delegates met in Iowa City to write a new constitution. One of the major changes was the decision to move the capital farther west again to make it more accessible to its citizens. Des Moines was chosen as the site.

Procedure:

1. Together the teacher and students read and discuss the first paragraph of attached information.

2. Together, read and discuss the remaining four paragraphs. Use territory maps to review size of territories and today's states.

3. Ask students to shade territories and label present-day states using "Iowa's Territories" map and an atlas map.

4. Together, read second information page and discuss Iowa's three capitals and why there was a need for the first two to be moved. Discuss what Iowa might be like today if any of the other boundary suggestions had been chosen. Ask why Missourians might have preferred the Brown line. See *The Goldfinch*, Spring 1976, "State Capitols."

5. Ask students to complete the three sections of the page on Iowa's capitals, faces, and early population.

6. Show and discuss *The Path to Statehood* video from the Iowa Heritage Series.

Assessment of Outcomes:

The student worksheet page on Iowa's capitals, faces, and early population can be used for assessment.

Extensions and Adaptations:

Ask students to debate "Should the Iowa Territory become a state?" Have them prepare by reading *The Goldfinch*, Spring 1976, pp. 24-25.

Initiate a discussion about border disputes. Have them prepare by reading "The Shape of the State," *The Goldfinch* 4 (February 1983). See discussion questions on back cover of the issue.

Discuss what constitutions are and why states need constitutions. (See *The Goldfinch* 8 (February 1987): 6 and Spring 1976, page 2.)

Resources:

The Path to Statehood. Video, Iowa Heritage Series, Iowa Public Television.

Donald Fett, Patrick Fett, Mildred Bidlack, Michelle Moore, and Thomas Ferguson. "Iowa: A History for Iowa City" (local curriculum), 1983.

William Houllette. *Iowa, The Pioneer Heritage.* Des Moines: Wallace-Homestead, 1970.

Dorothy Schwieder, Thomas Morain, and Lynn Nielsen. *Iowa, Past and Present.* Ames: Iowa State University Press, 1989.

Wall, Joseph Frazier. *Iowa, A History.* New York: Norton, 1978.

"The Iowa Territory's 150th Birthday." *The Goldfinch* 9 (September 1987).

"Constitutional Issues and Iowa." *The Goldfinch* 8 (February 1987): 6.

"The Shape of the State." *The Goldfinch* 5 (February 1983).

"Government for Iowa." *The Goldfinch*, Spring 1976.

Field trips:

Old Capitol, Iowa City

Current Iowa State Capitol, Des Moines

Old Zion Methodist Church, Burlington

IT TAKES MONEY TO MAKE MONEY

Directions: Look at the daily wages listed below and the prices for farm equipment. Then answer the questions.

WAGES

Stone-cutter	1.25-2.00/day
Wheelwright	1.25-1.50/day
Carpenters & joiners	1.25-1.50/day
Day laborer	.75-1.00/day

COSTS

Land	1.25/acre
Plow	8.00
Scythe/pitchfork/rake	3.50
Milch cow	10.00
Sheep	1.50
Horse	60.00
Poultry	1.00
Young pig	2.00
Sow with young	6.00
Double log cabin	70.00
Farm wagon	80.00
Reaper	120.00

■ Your neighbor owns a reaper and will cut wheat for .50/acre.....

1. Imagine you decide to move to Iowa to start farming. What will you need to buy?
   - Total cost________________
   - How many working days does this represent for:
     a stonecutter_________ a wheelwright__________
     a joiner________ a day laborer__________

2. You have already purchased your land and have $75.00 left to purchases items for the farm. What will you buy?

3. How many days does a laborer working for 75¢/day work to purchase a horse?_______________

4. A quarter section of land is 160 acres. If land is $1.25/acre, how much will a quarter section cost?______________

5. How much will you spend to purchase a horse, a plow, a scythe, 10 sheep, and a sow with young?__________________

6. If a stone-cutter makes $1.25/day, how many days does he have to work to purchase a log cabin?_________________

7. How many days does a wheelwright making $1.50/day work to purchase a horse, a cow, 10 sheep, 16 chickens, and 5 young pigs?__________

8. How many acres of wheat must be harvested at 50¢/acre to make the purchase price of a reaper?__________________

9. Using the above answer, if the average farmer plants 40 acres, how many farms does the reaper owner need to harvest?___________

Boundaries for Iowa

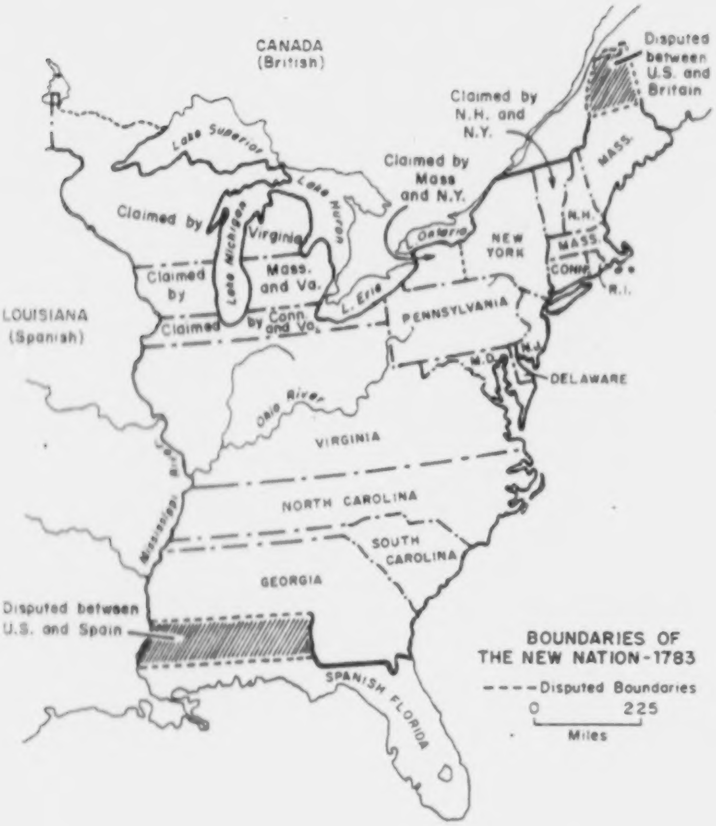
How did Iowa come to have the shape it has today? Before 1846 there was no state of Iowa and there were no boundaries for the state. Before Europeans came to North America, the boundaries for states and nations as we know them today did not exist. The native Indian groups living in North America had not made maps of the land on which they lived. Most tribal groups thought in terms of large land areas. They knew where their region began and ended but they did not feel that they owned it.

Europeans were used to thinking about land as something to be owned. They drew boundary lines on maps to show what land belonged to which nation. They also drew more lines on the maps to show the land owned by each person.

After the American Revolution, the thirteen separate colonies became the thirteen United States. Seven of these states claimed that they owned land stretching westward all the way to the Mississippi River. Much of this land was unsettled west of the Appalachian Mountains. After much debate and some argument, the boundaries for all those states were decided. Most of the western land became the property of the federal government, and was called territory. The government planned to remove the Indians who lived on this land and sell it to the pioneer settlers. Eventually more states could be created from the area.

By 1837, sixty years after the Revolution had ended, thirteen new states had been added to the Union. The only territory that remained east of the Mississippi River that had not gained statehood was in Wisconsin and Florida. By that time, the United States government and its citizens had already begun to look to the land west of the Mississippi River for future development.

This physical map of North America shows how the continent looks without political boundaries.



The land west of the Mississippi River had been purchased from France in 1803. Called the Louisiana Purchase, it almost doubled the size of the nation. By 1837 three states had already been formed from that great region — Louisiana, Arkansas, and Missouri. In addition, large sections of land had been opened for settlement just north of Missouri, in the future Iowa Territory. Congress wanted more detailed and accurate information about this area that was so rapidly being filled with new settlers. To gather this information, the United states hired Joseph Nicolas Nicollet. Leading a large group, he explored the land between the upper Mississippi River and the upper Missouri River in order to prepare a map of the region. Between 1836 and 1840 he traveled through forests and prairies, carefully recording the rivers, streams, hills, valleys, and **plateaus** which he found. Earlier explorers had made good maps, but Nicollet's scientific skill and improved scientific instruments provided a more accurate map than the earlier ones.

Nicollet knew that it would not be long before the people of Iowa Territory would ask to become a state, so he included suggestions for future state boundaries in his report to Congress. His map was published in 1843 — only one year before the Iowa Legislative Assembly applied for statehood. The recommendations in his report later caused boundary disputes between the people of the Territory and Congress.

The Territory's rich and fertile soil attracted many settlers and Iowa filled rapidly with newcomers. By 1844, 75,000 people lived in the Territory. Many of these people thought it was time for statehood. They wanted to have full control over their own government — to be able to vote for President and choose Senators and Representatives to Congress.

They wrote a constitution, selected boundaries for a state and sent their request for statehood to the United States Congress. The boundaries they chose were based on the recommendations of Robert Lucas, Iowa's first territorial governor. The boundaries followed the rivers of the region: on the east the Mississippi River; on the west the Missouri River; and to the north the St. Peter's (now the Minnesota) River. The southern boundary between Iowa and Missouri was already waiting to be settled in the courts. However, Iowa's boundary request ran into trouble. Much of the trouble had to do with free states and slave states.

For many years Congress had tried to keep an even number of slave states and free states. This meant there would be equal representation for each side in the United States Senate. States were created by Congress in pairs, one from the North and one from the South. Northern members of Congress wanted to create as many free states as

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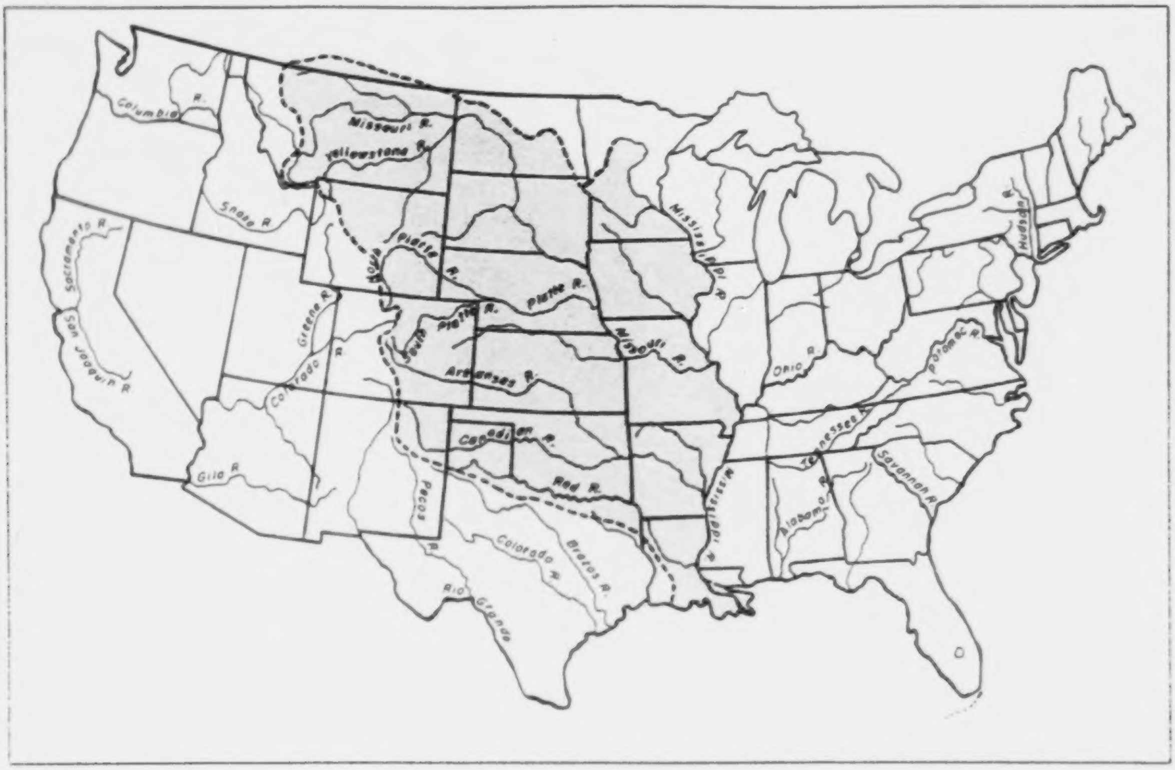
plateau *n.* — a region that is mostly flat, high land.



THE LOUISIANA PURCHASE

they could out of the remaining Louisiana Territory in which Iowa was located. They looked at Joseph Nicollet's report and saw his recommendations for state lines based on the **topography** of the area. He suggested a boundary line on the **94°30′ meridian** which was close to the natural **watershed** between the Mississippi and Missouri Rivers. Nicollet thought of the upper midwest as a region divided into smaller areas by ridges, rivers and plateaus. He also thought state boundary lines might be based on the products each area might produce, and on the transportation of these products to good markets. His plan even included a strong trading link with British North America (now Canada) by way of the Red River in present-day Minnesota.

Nicollet's vision of state boundaries for Iowa was not accepted by the settlers. The writers of the proposed Iowa constitution and boundary plan thought of Iowa as a great agricultural state lying between two mighty rivers. They even wanted to include the rich valley of the St. Peter's (Minnesota) River. Because rivers provided the best transportation for agricultural products, Iowans argued that the state's boundaries should include both rivers so that farmers could easily sell their crops. The people felt the state should not be used to balance the power between the Northern free states and the Southern slave states. In 1844 the Iowa voters refused to accept the constitution with the Nicollet boundaries.

Finally, Iowans accepted a compromise agreeing to the boundaries that we know today. Iowa became the 29th state on December 28, 1846.

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topography ***n.*** — the natural and man-made surface features of a given area of land, such as mountains, valleys, lakes, rivers, and roads.

° — the symbol for degree.

′ — the symbol for minutes.

meridian ***n.*** — lines on a map representing either half of the circle that passes through the north and south poles.

watershed ***n.*** — the land area from which water drains into a river system.

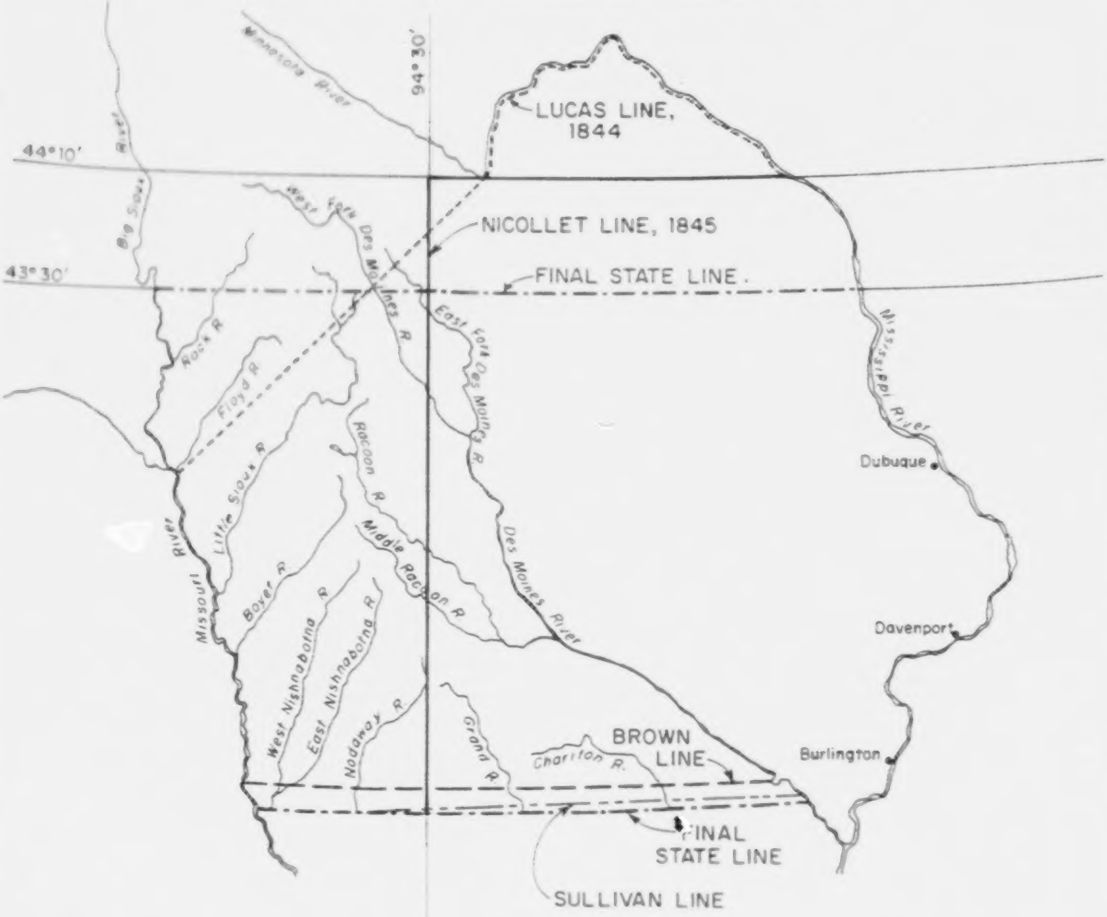
JOSEPH NICOLAS NICOLLET

But I may remark, in the first place, that two states may be formed west of the trans-Mississippian states of Arkansas and Missouri; and then, by taking about equal portions of each side of the Missouri River, embracing the mouth of the Platte River, we have a third state, with a good and well-watered soil. This latter division would still leave sufficient space for the state of Iowa, by extending it as far north as the St. Peter's. Now, north of the two last-mentioned states might be formed another, embracing all the remaining tributaries of the Mississippi on its west side, as well as those of the Red River of the North, and as far north as to the British possessions.

Thus it appears, that, by a judicious division of the remaining country along the borders, taking in a small portion of the more barren region beyond it, there is sufficient space for five new states of large size, compact in their forms, and having a good portion of fertile soil: most of them possessing convenient navigable streams, with a fair prospect of mineral resources.

Report to Congress, 1841

Iowa, Changing Boundaries·1838-1846



The Western Boundary

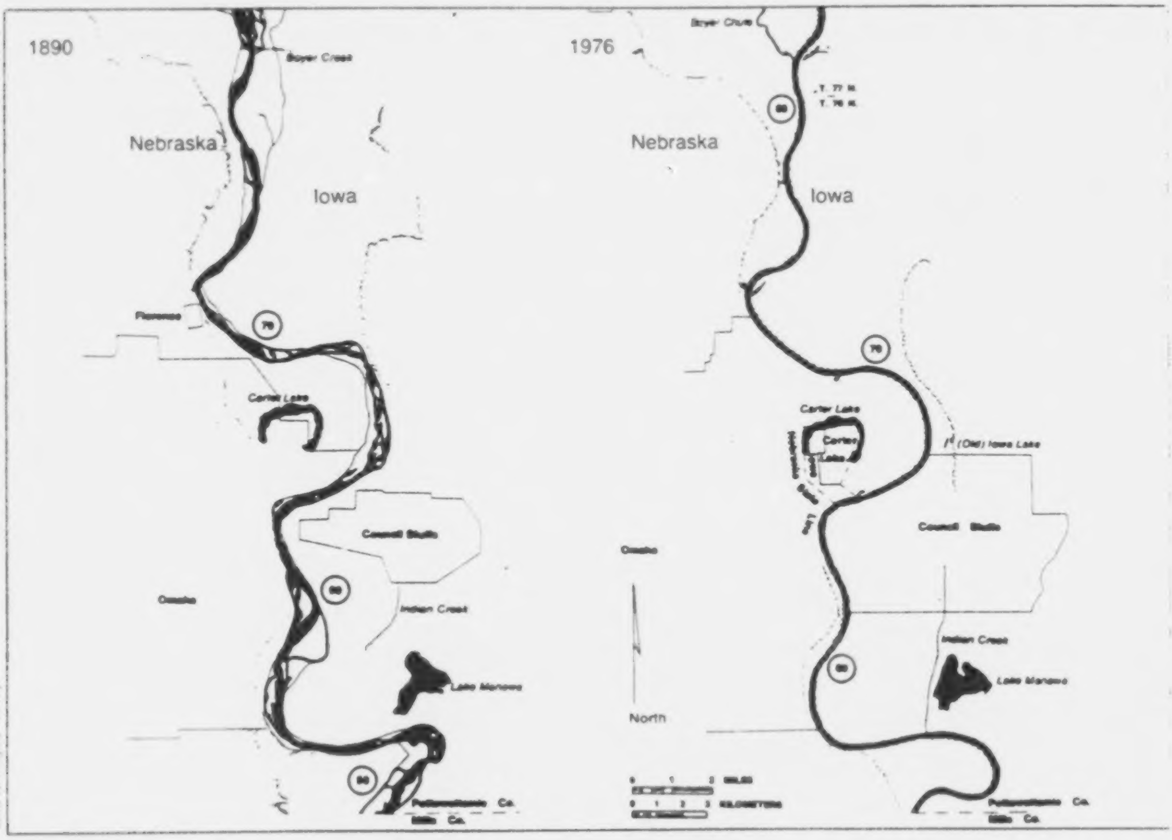
Most of the western boundary between Iowa and Nebraska is defined as "the middle of the main channel of the Missouri River." North of Sioux City, where the Missouri flows from the west, another river forms the western boundary. This is the Big Sioux River which flows between Iowa and South Dakota.

Locating "the middle of the main channel" of the Missouri River has been a big problem. This is because the "Mighty Mo," as some people call it, has changed its course many times.

The Missouri River was once made of many small streams woven into and out of the main channel, much like braided hair. When spring arrived, ice would block some parts of the river. Unfrozen free streams poured water on top of this ice. Because the river banks could not hold all the extra water, it spilled over the banks, flooding towns and farms. Other times, chunks of ice blocked the channel and forced the river to cut a new channel.

Sometimes, huge pieces of land were cut off by sudden changes in direction of the powerful river current. Only the river moved, of course. The land stayed put. Some of these pieces of land became islands. If the river moved a great distance, land near the river could become part of the opposite state. This is what happened to the land on which the small Iowa town of Carter Lake is located.

Carter Lake, a town of 3,500 people is very unusual — it is the only Iowa town which sits entirely on the Nebraska side of the Missouri River. There is no way to get to Carter Lake, Iowa, without first going into Nebraska! This was not always true. Carter Lake had been on the east side of the Missouri, just like Council Bluffs is today. It was clearly inside the Iowa boundary. In the late 1800s, there was a quick



Two maps of the Missouri River as it flows past Pottawattami County. The 1890 map shows the river as it used to be, with many channels and islands. The 1976 map shows the river after the channel was controlled. Carter Lake was once a horseshoe bend of the river. The boundary lines for the town of Carter Lake closely follow the old course of the river.

change in the course of the river. The Missouri River channel shifted 12 miles eastward. This left Carter Lake on the west side of the river — the Nebraska side. Both Iowa and Nebraska claimed this land.

In 1892, the United States Supreme Court ruled that the area was still part of Iowa. Even so, there has been much debate over which state should govern Carter Lake. As late as 1979, Carter Lake residents had a Nebraska zip code. They also picked up their mail at a nearby Omaha post office, and they were not even listed in Iowa phone books!

Around 1935, projects were begun to straighten and to **stabilize** the wandering river. The United States Army Corps of Engineers constructed dams, dikes and levees on the river. These structures would prevent flooding and help keep the river in channel.

Iowa-Nebraska boundary disputes have not ended yet. As the river moved to its stabilized final course, much land ended up on the wrong side of the river. Like Carter Lake, decisions must be made. Officials for Iowa and Nebraska are still trying to decide which land belongs to which state.

Now the "Mighty Mo" should follow the same course year after year. The "middle of the main channel of the Missouri River" should finally stay the same and be easy to find. The western boundary of Iowa is now much like the fence or street which creates boundaries where you live.

— Jeffrey Madsen

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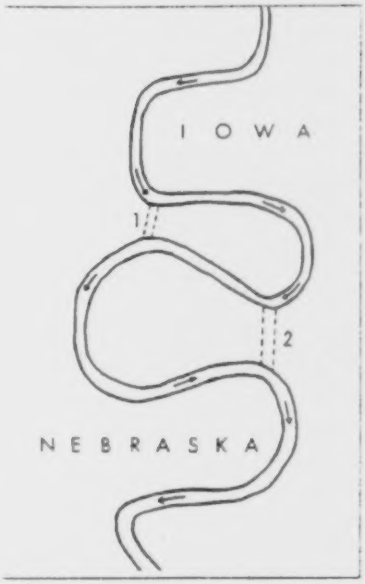
stabilize *v.* — to hold steady, to prevent changes.



This sketch shows one way that the Missouri River could change its course and cause boundary problems. A short cut taken by the river at the place marked 1 would give a piece of Nebraska land to Iowa. The opposite result would occur if the river took a short cut at the place marked 2.

The Southern Boundary

We have seen that the western boundary of Iowa was disputed because the words "the middle of the main channel of the Missouri River" did not point to a real place that was always easy to find. The same was true for what would become the southern boundary of Iowa. When Missouri became a state, this boundary was described in its state constitution as the Missouri northern boundary. The landmark used to describe this boundary was known as "the rapids of the river Des Moines." This description was used in their state constitution when Missouri voters accepted statehood in 1821. Later, trouble started because state and federal governments could not agree on where "the rapids of the river Des Moines" really were.

In 1816, before Missouri or Iowa became states, Colonel John C. Sullivan surveyed and marked what would soon become the northern boundary of Missouri. His survey was supposed to be a "parallel of [the] latitude which passes through the rapids of the river Des Moines," but he made a mistake. He did not adjust his compass as he moved eastward from the Missouri River. This caused his boundary line to angle upward until it was four miles further north on the east (Mississippi River) side than on the west (Missouri River) side. Few people knew this though, and it would only become important when many people began to settle the area.

As settlers quickly moved into the Iowa country after 1833, they started farms and towns. As these grew, the settlers wanted to know just where the northern Missouri boundary line was. One of the reasons they wanted to know was because of slavery. Missouri was a slave state and many people in the area did not want to live where laws allowed one man to own another man.

Missouri officials also wanted to be sure just where the boundary was. They believed that the Des Moines rapids were much further north than the Sullivan line. Therefore, Missouri officials sent Joseph C. Brown to re-survey the boundary line in 1837. He was supposed to begin at "the rapids of the river Des Moines," and then mark his line as he moved westward toward the Missouri River. He found a place on the Des Moines River, near Keosauqua, which he thought was the spot described by the words. This place, Great Bend, was 63 miles upstream from the mouth of the Des Moines River where it flows into the Mississippi River. He marked his line from Great Bend to a parallel spot near the Missouri River. Missouri then claimed Brown's line as its northern boundary.

The difference between the two lines was about 2,600 acres. Most of the settlers living on the disputed strip of land thought they had settled in the Iowa country. Much of it was rich farm land, which officials from both Missouri and Iowa Territory claimed as part of their **jurisdiction**. But in 1839 Missouri sheriffs tried to collect taxes from settlers in the disputed strip. Iowa Territorial Governor Robert Lucas warned Missouri Governor Lilburn Boggs that the Missouri sheriffs would not be permitted to do this. Governor Boggs warned Governor Lucas that the Missouri militia might be brought out to make sure the taxes were collected.

So when another Missouri sheriff tried to collect taxes an Iowa sheriff arrested him. Of course this angered Missouri officials, and in the icy cold December of 1839 the Missouri militia was ordered to the border area. In response, Governor Lucas called for Iowa volunteers to meet at the border town of Farmington. As troops gathered from both sides, people in the area began to think that there might really be war between Iowa and Missouri.

William Willson reported that while on business in Missouri he and his crew had been stopped and searched by soldiers. The soldiers were looking for ammunition. Other reports told of Iowa citizens who had been held in Missouri as spies.

Before things had gotten to this state, Albert Miller Lea had been sent by President Martin van Buren to decide which line was the correct boundary between Iowa Territory and Missouri. Lea wrote that it was general knowledge that "the rapids of the river Des Moines" were in the Mississippi River, not the Des Moines River. He suggested that the Sullivan line was not an accurate one, yet it had often been used in legal papers as the northern boundary of Missouri. But when the war was about to start the federal government had not made a decision. Just when it looked as though the first shot would be fired the Missouri troops were dismissed, and Missouri's jurisdiction was withdrawn back to the Sullivan line. The Iowa troops gladly went home. The "war" was over, and no one had been killed. These events were later called the "Honey War" because early in the conflict someone had destroyed some valuable honey-filled bee trees which were growing in the disputed strip. A poem was later written about the war and set to the tune of *Yankee Doodle*. It made fun of the two governors for their part in creating the needless conflict.

Even though the "Honey War" had ended, the boundary issue was not settled right away. The United States Supreme Court finally decided the boundary issue in 1851. The court decided that the Sullivan line was the best boundary because it had been used so often in treaties. The court also ordered that the Sullivan line be re-surveyed and re-marked, correctly this time. Big cast iron monuments, each weighing about 1,600 pounds, were placed at the east and west ends of the line. Smaller cast iron posts were placed every tenth mile, and wooden posts were placed every mile along the boundary line.

One more survey was done in 1896, again at the request of the United States Supreme Court. A few of the wooden mile markers were replaced at that time with stone monuments. Some of these cast iron and stone markers can still be found today along Iowa's southern boundary.

— Jeffrey Madsen

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jurisdiction *n.* — the authority to govern.

The Eastern Boundary

The Iowa state constitution defines the eastern boundary of Iowa as "the middle of the main channel of the Mississippi River." In a **navigable** river this is the middle of the **principal** channel and not necessarily the deepest part. There are a number of islands within the Mississippi River. The islands which were included in the first Iowa survey became part of the state. This meant that anyone on the islands came under the laws of Iowa, not of the bordering states, Illinois and Wisconsin.

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navigable *adj.* — deep enough and wide enough for ships to use.

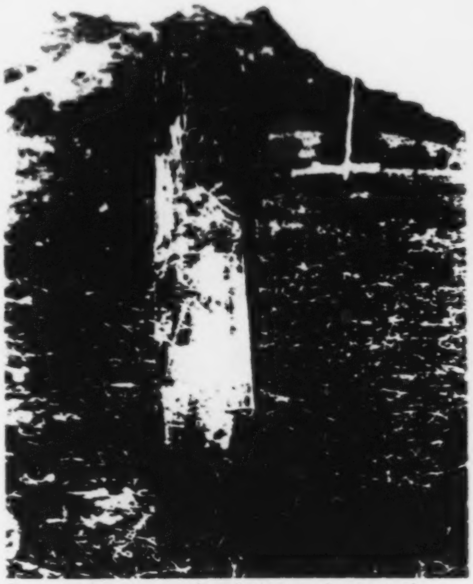
principal *adj.* — main.

The Northern Boundary

You have already read that before the decision about Iowa's boundary was made, there was a controversy between the residents of the Iowa Territory and Congress. After the boundary had been decided as the parallel of latitude 43°30', it had to be accurately measured and marked. This was especially important because the future boundaries of Minnesota and North Dakota were to be a part of this parallel of latitude.

Government surveyors began to work during the summer of 1849 on the west bank of the Mississippi River. However, an epidemic of cholera caused them to stop their work. Before leaving, the surveyors did manage to place a marker where the Mississippi River crossed the parallel 43°30'. The marker was a four-sided iron post with the word "Iowa" on one side and "Minnesota" on the opposite side. The date, 1849, appeared on a third side.

In the spring of 1852 another survey crew gathered at the marker to complete the work begun in 1849. The party of forty-three men included fourteen surveyors, a hunter, a doctor, an interpreter, four cooks, as well as chainmen, flagmen, monument builders, **teamsters**, sod choppers, and general handymen. The group was divided into four crews. As one group followed the other, each had special duties to perform. They could also check on the accuracy of the markers placed by the previous surveyors. The first crew to work



The old border marker between Iowa and Minnesota, near New Albin.

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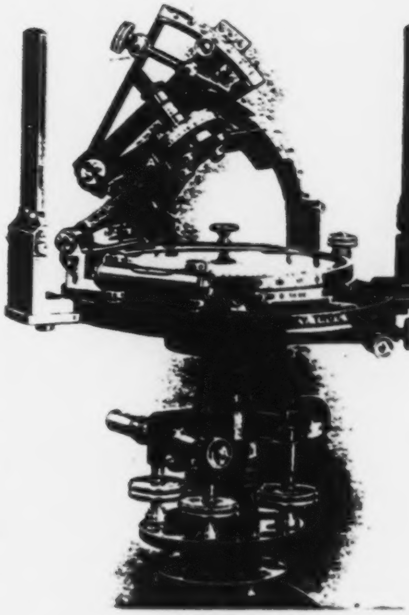
teamster *n.* — a person who drives a team of horses.

its way across the unmapped countryside had a special mission. They measured and marked the parallel using a Burts' solar compass. The purpose of their work was to see how accurate their survey would be using the instrument. This first group also sent messages to the survey parties behind them, which included special suggestions to help make the work of the following crews easier.



Burt's Solar Compass was not affected by the earth's magnetic field. When the compass was tested on the survey of the Iowa-Minnesota boundary it proved to be more accurate than the magnetic compass.

It took good planning to provide for so many people to move through the unsettled countryside. Transportation for the men's personal baggage, the camp equipment, surveying instruments, and food for 60 days was carefully arranged. To protect the sensitive surveying instruments as the horse-drawn wagons jolted over the rough ground, the surveyors packed the instruments in boxes of dry grass.

An old blaze on a tree marks the Missouri-Iowa border.

As each summer day passed, the crews progressed westward toward the mouth of the Big Sioux River. They built more than 500 earth, wood, and stone monuments along the 269-mile border. In timbered country, they **blazed** trees to clearly mark the boundary. In July the crews reached the Big Sioux River and built a large **quartzite** monument to mark Iowa's northwest corner. Today, the only remaining monument is near New Albin, a metal marker that was the starting point for the surveying expedition.

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blaze ***n.*** — mark made on a tree by removing a piece of bark.

quartzite ***n.*** — rock consisting of compressed sandstone.

Iowa's Constitution

WHEN THE U.S. Constitution was ratified by the 13 original states, Iowa was not a state. It became a part of the United States through the Louisiana Purchase in the early nineteenth century. The Territory of Iowa was created in 1838. People who lived in the area voted down the proposition to become a state in 1840 and in 1842. They eagerly sought statehood, but opposed boundaries fixed by the U.S. Congress.

After people approved new boundaries, the first Iowa Constitution (the Constitution of 1846) was written so that Iowa could become a state. On December 3, 1846, in the Stone Capitol at Iowa City, Ansel Briggs was inaugurated as first Governor of the State of Iowa. A copy of the Constitution of Iowa was sent to Washington, D.C. It was approved by Congress, and President James Polk gave his approval on December 28, 1846.

As the new state grew, the needs of its people changed. These new needs could not be met by the first constitution so a constitutional convention was called to write a new one.

No Money in Iowa

The main drawback of the first Iowa constitution was that it did not allow banks that could print and issue money (these were called "banks of issue"). Money in the 1840s was not like the money we use today. The United States government did not print paper money at all. Instead, it made gold and silver coins. Banks and businesses avoided this problem by printing notes (a kind of paper money) to use in place of gold or silver.

In the 1840s and '50s, there were over 700 banks in the U.S. Many of these printed their own

OUR LIBERTIES WE PRIZE AND OUR RIGHTS WE WILL MAINTAIN

Iowa's Bill of Rights

Individual rights have always been important to Iowans. Iowa's Constitution begins with a Bill of Rights. Below are the first ten sections of Article I in Iowa's Constitution.

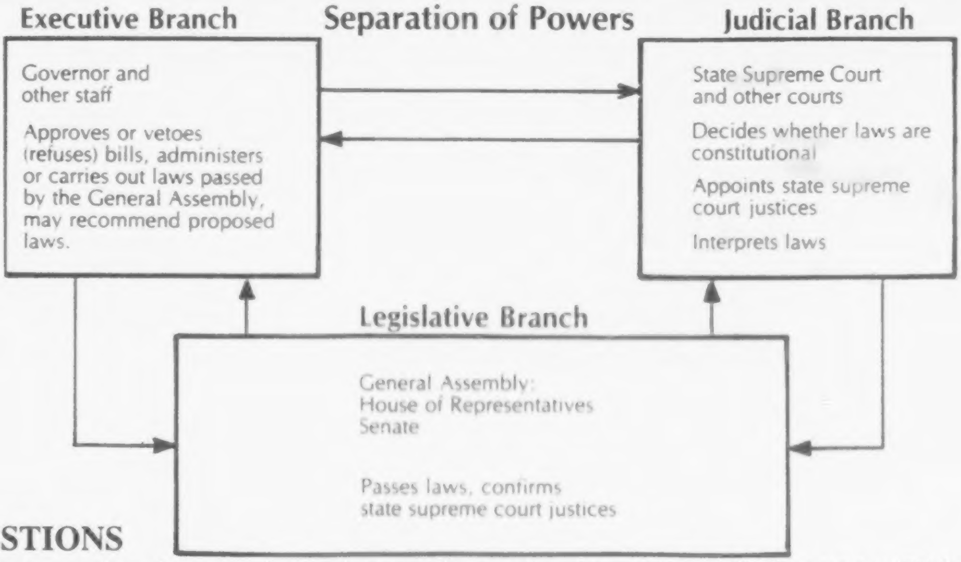
1. Guarantees us the basic freedoms of liberty, protecting and possessing property, and pursuing and obtaining safety and happiness.
2. States political power is in the people.
3. Tells how the legislature cannot make laws limiting religious freedom.
4. Explains that no religious test shall be given for any job.
5. Says any person involved in a duel cannot take a public job.
6. Gives all citizens equal privileges under the law.
7. Allows freedom of the press. Every citizen of the state can speak, write, and publish his or her opinions.
8. Says citizens of state cannot have their homes or persons searched without warrant.
9. Gives citizens the right to trial by jury and due process of law (orderly rules for bringing a person accused of a crime to trial).
10. Gives citizens, if accused with criminal action, the right to a trial and help of a lawyer.

notes. The value of the notes varied from bank to bank. It was impossible to know the current value of the notes of all banks. In Iowa, the Constitution of 1846 prohibited banks of issue. They had no official currency. At one time, over 300 kinds of money circulated in Iowa.

When the new Constitution of 1857 was adopted, a new bank with many branches was begun. This was called the State Bank because the state made the rules. The State Bank gave Iowans money they could trust.

Iowa's present constitution is based on the Constitution of 1857. The Constitution of 1857 included a Bill of Rights based on the first ten amendments to the U.S. Constitution *(see box)*. It also provided for three branches of government *(see chart)*.

Like the U.S. Constitution, Iowa's Constitution has been changed many times. Other articles in this issue of the *Goldfinch* talk about how both documents were changed.


Separation of Powers
Executive Branch
Governor and other staff
Approves or vetoes (refuses) bills, administers or carries out laws passed by the General Assembly, may recommend proposed laws.
Judicial Branch
State Supreme Court and other courts
Decides whether laws are constitutional
Appoints state supreme court justices
Interprets laws
Legislative Branch
General Assembly:
House of Representatives
Senate
Passes laws, confirms state supreme court justices

QUESTIONS

Read the separation of powers chart and answer the questions by writing a "T" for true or "F" for false on the line before each question.

____ 1. The Governor is part of the legislative branch.
____ 2. The State Supreme Court *and* other courts are part of the judicial branch.
____ 3. The General Assembly cannot pass laws.
____ 4. The judicial branch decides whether laws are constitutional.
____ 5. The executive branch can approve or veto bills.

Chart by Kay Chambers

Bees, Trees, and Borders

The Territory of Iowa and State of Missouri disagreed over their border. Would civil war break out?

CAST:
Narrators 1-6
Robert Lucas, territorial governor of Iowa
Enoch Williams, farmer
Alva Williams, farmer
Egbert, 13 } their children
Seth, 11 } their children
Jessie, 8 } their children
Joseph C. Brown, surveyor
Henry Morton, assistant surveyor
Suel Foster, volunteer soldier
Uriah Gregory, Missouri sheriff
Ella Roberts, Iowa farmer
Henry Heffleman, Iowa sheriff
Missouri Farmer #1
Missouri Farmer #2
Missouri Farmer #3
Crowd

This six-act play based on true events can be read silently or aloud or performed with these simple
Props:
Compass or watch
map
jug for water
pencil
brooms (for pitchfork, etc.)
newspaper
drum, whistle, or bugle

NOTE: The words in italics and brackets [*like this*] tell the actors what they should be doing as they speak lines or what tone of voice they should use.

Introduction

Imagine moving into your neighborhood when there were no streets, houses, or farms—when all you could see was vast prairie and clear blue sky. This is what early surveyors saw in Iowa during the territorial period.

As Euroamericans surveyed and claimed the land, they marked boundaries with stone posts, clumps of dirt, and blazed trees (trees with bark removed). Natural boundaries often fell along rivers or mountains. Other kinds of boundaries were marked on maps along lines of latitude and longitude (*see box*). They were important to the citizens of the new territories and states.

When Iowa became a territory in 1838, people were not sure where the borders were. A dispute over the boundary between the Territory of Iowa and State of Missouri broke out. **Militia** (volunteer soldiers) grabbed old swords, shot guns, and axes and marched off to the disputed border. In December of 1839, talk of civil war was brewing . . .

Act One

Narrator One: On the morning of August 15, 1838, a large crowd waits near the Mississippi River in Burlington to greet the new territorial governor.

Enoch Williams (*turns to his wife*): I can see the steamboat!

Alva Williams: I'm so curious to see this new governor of ours. He's never even traveled to this area! I wonder how he'll like it.

Egbert: What has he done before, Ma?

Alva: He was the governor of the state of Ohio twice, son. President Van Buren appointed him as our new governor.

Jessie (*jumps up and down excitedly*): I can see the steamship! Here it comes!

Narrator One: The steamboat nears the landing and the crowd starts cheering. A tall, thin man descends briskly from the steamer to shake hands with his secretary William B. Conway. Governor Robert Lucas stops to address the crowd.

Robert Lucas (*waves and shouts*): Greetings citizens of the great Territory of Iowa! My name is Robert Lucas and I am honored to serve as your territorial governor. I hope to establish a new territorial capital, create judicial districts, and establish official borders. But first, I will tour this grand territory to meet with its proud citizens!

Crowd (*cheers and claps*): Ya! Welcome! Lucas!

Enoch: I hope he can fix the problems with the Missouri border. Nobody knows for sure where the Iowa/Missouri border lies. Trouble is brewing!

Narrator One: In 1816 a government surveyor named John C. Sullivan marked the northern border of Missouri based on an 1808 Osage Indian treaty. When Missouri became a state in 1821, the state constitution described Missouri's northern boundary as the Sullivan line. As settlers began moving into the Territory of Iowa in 1833, they wanted to know where the boundary was because Missouri was a slave state. Iowa was a free territory where slavery was against the law.

Enoch: There are lots of folks who settled in what they thought was Iowa and sure wouldn't be thrilled to wake up one morning and find themselves living in Missouri—a slave state!

SHSI

Robert Lucas

Act Two

Narrator Two: FLASHBACK! It is December of 1837. Missouri's governor appoints a government surveyor to find a new border. Joseph C. Brown and Henry Morton ride their horses to the Des Moines River. . . .

Joseph C. Brown: Do you have the solar compass?

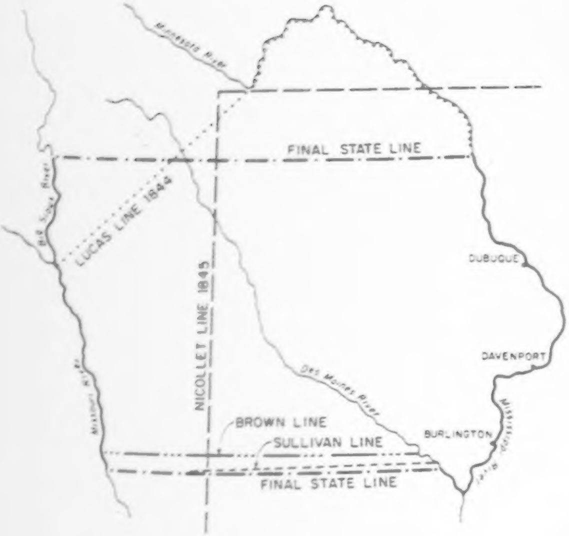
Henry Morton: Yes, here it is. The new border we are supposed to mark should be parallel with 'the rapids of the river Des Moines.'

Brown: Let me see the compass and the map. That fellow Sullivan was off quite a bit. I don't see any rapids in the Des Moines River here. Let's head north.

Narrator Two: The two ride 63 miles north of the mouth of the Des Moines River.

Brown (*takes a sip from a jug and points toward the river*): There are the rapids!

Morton (*looks at a map and draws a line*): This



new border will bring 2,616 square miles of territory to Missouri!

Brown: That's larger than the state of Delaware!

Act Three

Narrator Three: The following year Congress passes an act creating the Territory of Iowa. A government official is appointed to confirm the border dividing Iowa and Missouri. He finds four possible southern borders for the Iowa Territory. The Missouri legislature quickly passes an act declaring the line surveyed by Brown in 1837 as the boundary. A group of farmers in what they thought was Iowa discover they are living in Missouri, not Iowa.

Sheriff Gregory *(walks up to a farm house and knocks on the front door)*: Hello!

Ella Roberts: Hello.

Gregory: My name is Uriah Gregory, I'm the sheriff from Clark County, Missouri. I have been notified that you did not pay your Missouri taxes, so I'm here to make sure you do. If you don't ma'm, we'll have to take one of your cows.

Roberts: I'm a citizen of the Territory of Iowa, sir. I'll not pay your slave state a penny. Get off my property.

Gregory *(shouts)*: Men, take one of those cows over there! This lady is not cooperating!

Roberts: Please, sir, I'll try to gather up some money. Don't take one of my cows. My family needs it for milk!

Gregory: All right, ma'm. I'll give you a couple of weeks, but if I don't hear word that you paid your taxes, we'll be back to take more than a cow.

Act Four

Narrator Four: Missouri officials try to collect taxes from many former Iowans. Rumors spread about violent activity in Iowa and Missouri. In October of 1839, Egbert runs into the house.

Egbert: Guess what!

Jessie *(sweeps the floor and looks up)*: What?

Egbert: I just heard a story that you won't believe.

Seth: Let's hear it Egbert.

Egbert: Well, the story is that folks down i Missouri set fire to a house somewheres in Va Buren County in Iowa. Two burned up like hay i the fire!

Jessie: That's terrible! Did it really happen?

Egbert *(shrugs)*: I just heard it. I don't know. B I sure hope nothing like that happens 'round her

Narrator Four: Late one night in mi November, a group of farmers head for t disputed border area.

Missouri farmer #1: Hand me an axe!

Missouri farmer #2: Let's chop a few of the

Map by Kay Cham

honey trees, folks. Watch out for the bees!

Missouri farmer #3: Maybe, this will persuade a few Iowans to pay their rightful taxes to Missouri!

Act Five

Narrator Five: A few days after the bee trees are chopped down, Iowa Sheriff Henry Heffleman arrests the sheriff from Missouri, Uriah Gregory, for attempting to collect taxes north of the Sullivan line. As the news of Gregory's arrest spreads, an estimated 1,000 to 2,000 volunteer soldiers gather in Missouri close to the disputed border area.

Lucas (*announces gruffly*): Send out orders for three generals to come to Burlington. I want volunteers to gather in the border town of Farmington.

Narrator Five: In Farmington, some 500 to 1000 Iowa volunteers arive. Drums beat in the background. Fifes whistle. Bugles blow.

Suel Foster (*shouts*): Let's fight for the land that is rightfully ours!

Crowd (*shouts*): To arms boys, to arms!

Act Six

Narrator Six: Back at the Williams' house, Alva walks in the front door and says to her family . . .

Alva: I was in Burlington and saw some men headed for Farmington. Most carried guns, but some had pitchforks, hoes, and clubs. One had a sword. Another fella held an old sausage stuffer! Let's hope our new governor can stop this mess before civil war breaks out!

Narrator Six: President Van Buren sends another commissioner to the disputed area to find the real border. Albert Miller Lea discovers that Brown was wrong. He sends a report to Governor Lucas in Burlington. The Des Moines rapids are not in the Des Moines River, but they are in the Mississippi River.

Lucas (*loudly reads a proclamation*): This border dispute is between the State of Missouri and the U.S. Our legislature has passed the following resolution. We will suspend all hostilities in the area if the governor of Missouri does the same.

Narrator Six: A few days later, Jessie Williams is reading the newspaper.

Jessie: Ma, Pa! The militia has disbanded! There won't be any war! Iowa and Missouri soldiers decided to return to their homes on order of the governors. The U.S. government will decide the right border.

Seth Williams (*looks over Jessie's shoulder at the newspaper, and reads*): "The Olive branch of peace has been brought to us from the border. War is averted from our peaceful Territory. . ."

Narrator Six: The Iowa-Missouri boundary squabble was also called the Honey War. The U.S. Supreme Court decided the Sullivan line was the best boundary. By 1851, everyone in Iowa and Missouri agreed. After the Sullivan line was correctly resurveyed, cast iron monuments and stone markers were placed along the boundary line. Many of these markers can still be seen along Iowa's southern border. □

Discussion

1. Why were borders between states or territories important during the territorial period?
2. Why didn't some Iowans want to live in Missouri?

You Debate: Statehood

SHSI

by Margaret Reasoner

If you've ever joined a club you may have an idea of what it took for Iowa to become a state. When someone thinks they might want to join a club they go through a process. First they go to club meetings to see if they will like being in that club. They find out more about the club, and then they decide if they want to join. Also the club has to decide if they want that person to be a member.

Becoming a state is like joining a club because both offer benefits and responsibilities. As a club member you have to pay club dues, and as a member of the United States you have to pay taxes. Once you join a club you develop a loyalty to the other members. The same is true for a state. Our country is made up of states that are united to form one nation.

In the 1840s, some people in Iowa decided they wanted to join the United States of America. Iowa was originally part of the Louisiana Territory which was purchased in 1803. Eventually, Iowa became a territory on July 4, 1838.

In 1840, Governor Robert Lucas called for a vote to decide whether Iowa should have a convention to write a state constitution. The people voted against it 2,907 to 939.

For the next six years people argued for and against Iowa statehood until President James Polk signed a bill on December 28, 1846 making Iowa the 29th state of the Union.

Read the following reasons for and against statehood.

YES—Iowa should become a state

1. Congress passed the Distribution Act of 1841 which gave money to states in the Union. This meant Iowa would receive money to improve its lands and roads if it became a state. Iowa

would also receive 500,000 acres of land that it could use or sell.

2. Since the time that the question of statehood was raised, the population had almost doubled and was at 80,000 in 1844. Some people thought Iowa needed to become a state because the population kept rapidly increasing. They wanted to elect their own governor and have their own state government.

   When territories were becoming states they often did it two at a time. It was an unofficial pattern from about 1816 to 1850. One territory would become a state in the North, when another southern state would join the Union. This was because the northern states did not have slavery, and the southern states did. Florida was getting ready to become a state, too. They could join the Union at the same time and keep the number of northern and southern states even.

   The people of Iowa wanted to be proud of their state and vote in national elections. They could only vote in such elections if they were a state.

NO—Iowa should not become a state

Until 1841 the government only gave money to territories to keep up their lands and roads. Before that time, some people did not want to become a state because they would lose their government funding for land improvements and have to pay higher taxes.

During the time that Iowa was a territory, two political parties existed in the United States—the Whigs and the Democrats. The Democrats were mostly in the South, but many Democrats did live in Iowa. They supported slavery. Most Democrats thought if Iowa became a state, they would have control of a northern state. Governor Lucas was a Democrat from Ohio. The Whigs, mostly in the North, were opposed to slavery. Many Whigs were against Iowa becoming a state because they knew Iowa would have to form a state government. Then the Democrats would gain political control. The Whigs were afraid that Iowa would become a slave state because more Democrats lived in Iowa.

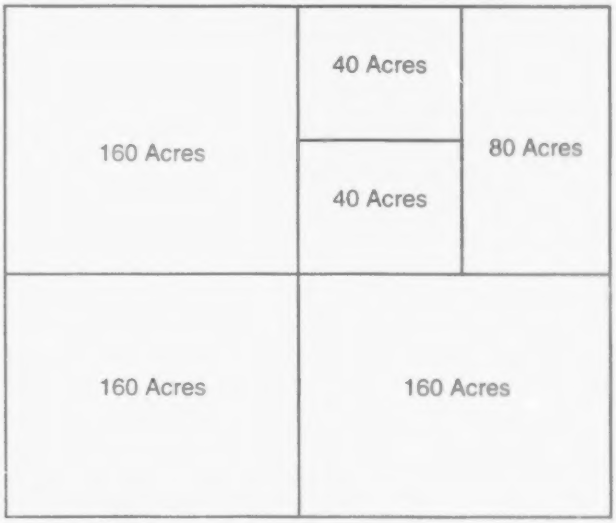
3. While Iowa and Florida were trying to become states, so was Texas. Since there was an uneven number of territories waiting to join the Union, some people thought Iowa should wait until there were two territories from the South and two territories from the North waiting to join.
4. Many people thought Iowa's natural boundaries were too large. Iowa's natural boundaries are the Missouri River and the Big Sioux River in the west and the Mississippi River in the east. Texas was waiting to become a state and people thought Texas would eventually be divided into five states. At one time, the people in the North hoped that the Iowa-Wisconsin area could be divided into five small states. If Iowa became a state with large boundaries, the area could not be divided into five states, and the South would soon have more states than the North.

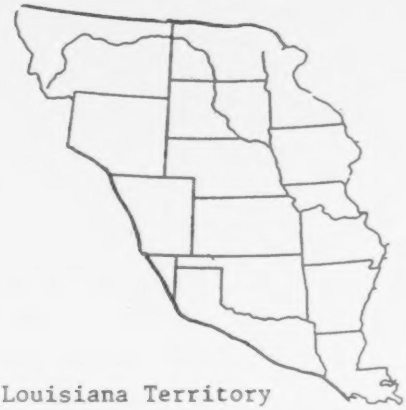
What do you think? Take a position for or against statehood. Write your opinions based on the above arguments or get together with a friend and hold a mock debate. ☐

RECTANGULAR SURVEY

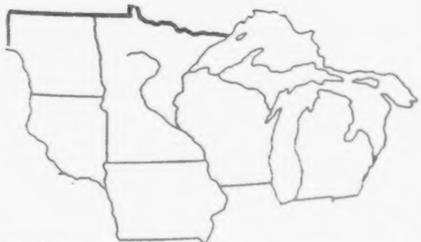
6	5	4	3	2	1
7	8	9	10	11	12
18	17	16	15	14	13
19	20	21	22	23	24
30	29	28	27	26	25
31	32	33	34	35	36

SECTION

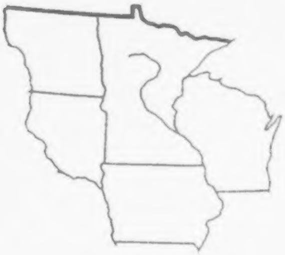




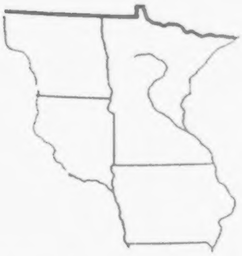
Louisiana Territory



Michigan Territory



Wisconsin Territory



Iowa Territory

Iowa: Territories and Statehood

After the Revolutionary War, the new United States had only thirteen states. Between these eastern states and the Mississippi River, the land was controlled by the national government. The government set up the way in which a region could become a state. First it would be a district, with a governor appointed by the president and with the army keeping order. As more settlers arrived, the district became a territory. A territory also had a governor appointed by the president, but in addition it had an elected legislature to make its laws. No territory, however, could have a representative in Congress. When more people moved in, the territory could become a state, elect its own governor and legislature, and send representatives to Congress in Washington, D.C. Iowa went through all these steps to reach statehood.

In 1803, President Thomas Jefferson arranged for the purchase from France of enough land west of the Mississippi River to double the size of the United States. Iowa was apart of this purchase; Native Americans and a few explorers and fur traders called this land home.

In 1834, Iowa became part of the Michigan Territory; this included what is today Michigan, Wisconsin, Iowa, Minnesota, and parts of North and South Dakota. When Michigan withdrew to become a state in 1836, the remaining area was called the Wisconsin Territory.

On September 16, 1837, feeling that the Mississippi River separated them from the others in the Wisconsin Territory, settlers met at Burlington, Iowa, to organize themselves into a territorial convention. The United States Congress was petitioned to divide the Wisconsin Territory and allow the 25,000 people living west of the Mississippi River to become the Iowa Territory.

Congress voted on February 6, 1838, to establish the Iowa Territory, going into effect on July 4th. President Martin Van Buren appointed Robert Lucas, a former governor of Ohio, as the new governor, with a term of three years.

Governor Lucas visited several towns along the Mississippi River before choosing Burlington as the capital of the new territory. Elections were held for the two-part legislature. The Council would have 13 members with two-year terms, and the House of Representatives had 26 members serving one-year terms.

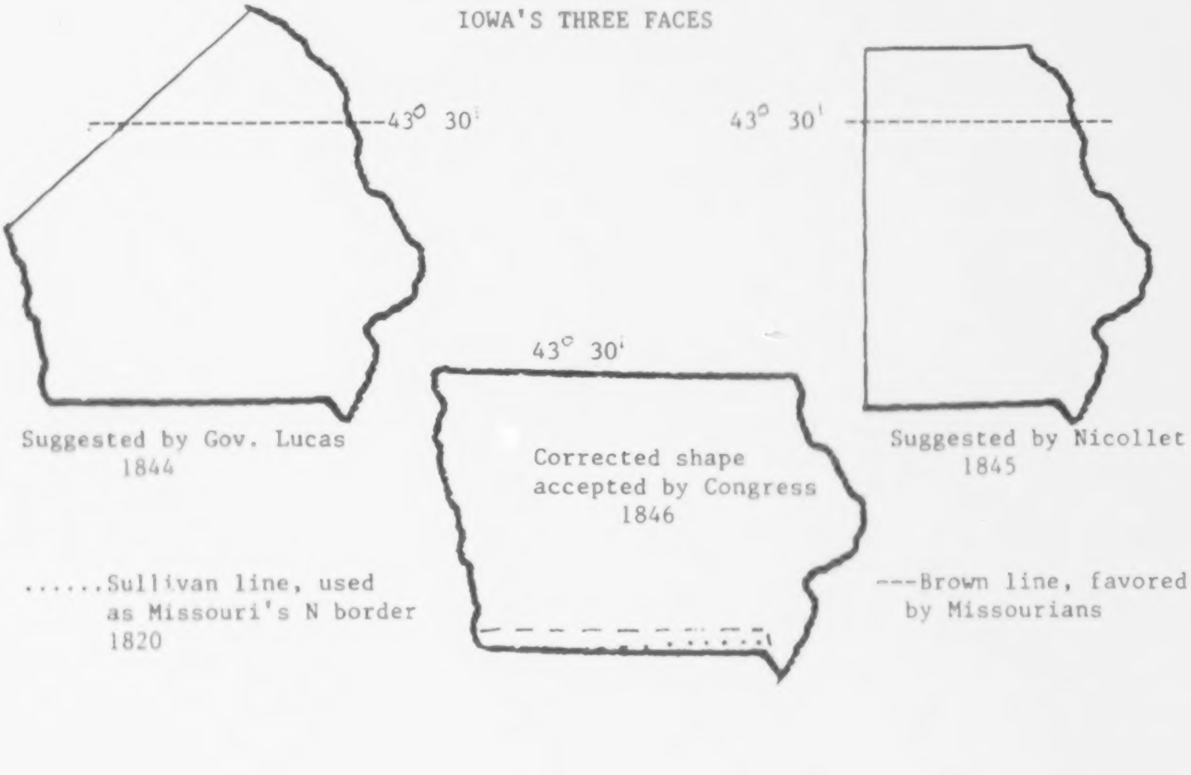
The legislature first met at the Old Zion Methodist Church. Since settlers were moving west of the Mississippi, it was quickly decided to move the territorial capital to Johnson County, and to call the new site Iowa City. In 1839, the governor appointed a committee, including Chauncy Swan, to determine the exact location. By 1842, a graceful capitol building housed the territorial legislature near the Iowa River in Johnson County.

In 1844, Iowans voted to begin the steps toward statehood. A state constitution, or set of laws and plan of government, was drawn up. One law stated that any white male citizen over the age of twenty-one could vote;

women and African Americans were excluded. Boundary lines were drawn, extending Iowa as far north as present-day Minneapolis, Minnesota. When sent to Congress in Washington, D.C., the Iowa Constitution was readily approved but the boundary lines were not. Some U.S. congressmen did not want Iowa extending as far west as the Missouri River. Eventually, compromise was reached and on December 28, 1846, President James Polk signed the law making Iowa, now home to more than 96,000 people, the twenty-ninth state of the United States.

Within four years, Iowa's population doubled, to 192,000 citizens. By 1856, the state boasted 518,000 residents, many of them living far west of the capital city. In 1857, delegates met in Iowa City to write a new constitution. One of the major changes was the decision to move the capital farther west again to make it more accessible to its citizens. Des Moines was chosen as the site.

IOWA'S THREE FACES



Suggested by Gov. Lucas
1844

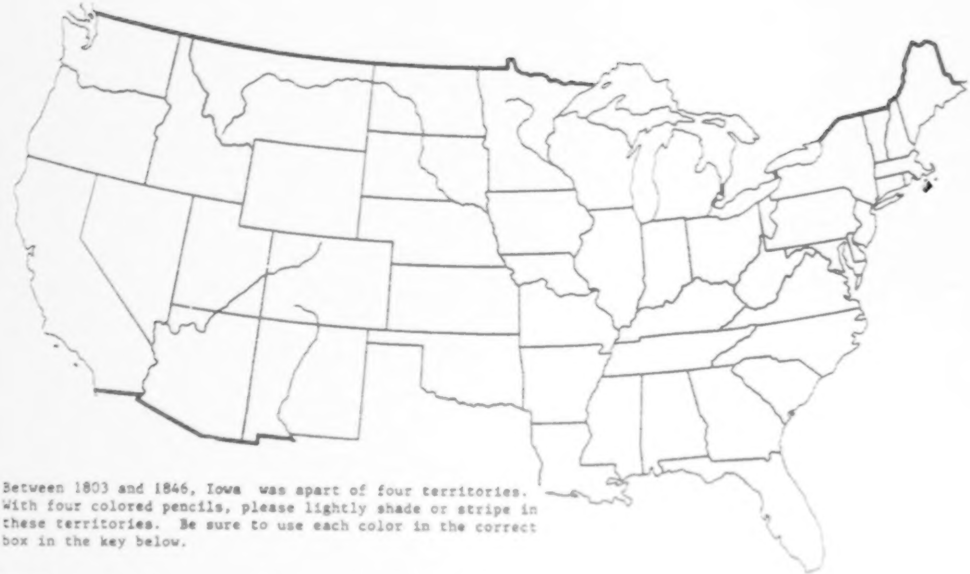
Corrected shape
accepted by Congress
1846

Suggested by Nicollet
1845

......Sullivan line, used
as Missouri's N border
1820

---Brown line, favored
by Missourians

Iowa Territories



Between 1803 and 1846, Iowa was apart of four territories. With four colored pencils, please lightly shade or stripe in these territories. Be sure to use each color in the correct box in the key below.

☐ Louisiana Territory, 1803 (LA,AR,MO,IA,MN,ND,SD,KS,OK,TX,NM,CO,WY,MT,NE)

☐ Michigan Territory, 1834 (MI,WI,MN,IA,ND,SD)

☐ Wisconsin Territory, 1836 (WI, IA, MN, ND, SD)

☐ Iowa Territory, 1838 (IA, MN, ND, SD)

I. Iowa's Capitals: Skim through the written materials and complete the chart below.

City	Type of Capital (territorial, state, or both)	Dates

II. Iowa's Faces: Look at the three proposed shapes of Iowa. Answer the questions with the name of the person who suggested that shape.

A. Which maps used the Mississippi River as an eastern boundary?

B. Which maps used the Missouri River as Iowa's western boundary?

C. Which map looks as if it gives Iowa the most amount of land?

III. Iowa's Early Population: Skim through the written material to find the populations for 1837, 1846, 1850, 1856. Record them on the lines; then locate each on the graph. Connect the dots with a line.

1837 ____________

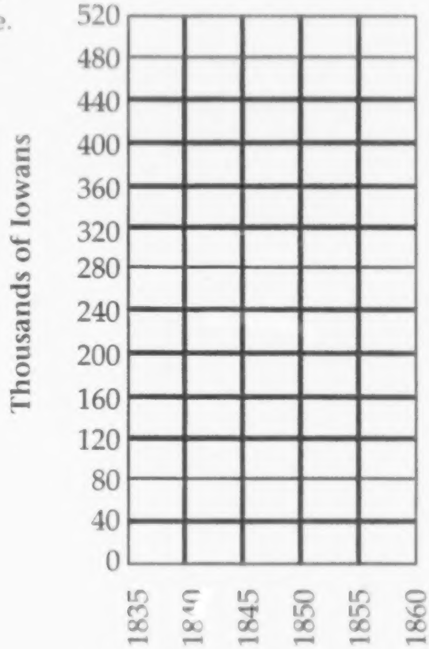
1846 ____________

1850 ____________

1856 ____________

Iowa's population today

____



You Gotta Know the Territory

Grade Level **3-12**

Class Periods **2**

Goals/Objectives/Student Outcomes:

Students will

- **recognize the Iowa Territory as a distinct period of Iowa history.**
- **be able to identify Iowa's American Indian cultures and their ways of life.**
- **be able to show how intercultural relationships developed between settlers and Indians.**
- **learn that settlement required preparation and planning by the settler.**
- **understand that the federal government planned for settlement by surveying the land and dividing it into portions to be claimed, although settlers sometimes couldn't wait for the official surveys.**
- **be able to describe ways in which farming was a business to make money, and how it was a family partnership.**
- **understand the sources of growth and development of urban area.**
- **recognize that Iowa territorial government and laws developed within the context of U.S. constitutional law.**

Materials:

1. Paper and cardboard for construction of models
2. Quilt patterns
3. Resource materials for written or oral reports

Background

Several different American Indian groups lived in the area that would become the state of Iowa. Each group recognized distinct areas of land as their territory. By the 1830's treaties negotiated by the United States between the groups enforced formal boundaries.

Work and the products of activities such as hunting, fishing, gathering, and gardening were shared among kin and sometimes the whole group. Sharing unified a group. Its communal relationship was maintained through kinship ties, customs, and leadership systems. Relationships were taught and reinforced through traditions and ceremonies.

Many activities were divided between men and women. Men hunted, did woodworking, and built canoes. Women planted, sewed, prepared food, and cared for children.

Games provided a recreational outlet for men, women and children. Some were games of skill; others were games of chance. A few games were similar to those we are familiar with—ring and pin (like ball and cup), lacrosse, and shinny (similar to field hockey).

Each American Indian group had an organized government which usually consisted of responsibilities. When the U.S. government made treaties, it often only dealt with one leader. This led to confusion among the people since agreements were often made with the wrong leader. Many Indians were dissatisfied.

With two different cultures living in the same area, interaction quickly developed. The first encounters occurred through the fur trade. Each culture had a different perception of wealth. So it was possible for European-American fur traders to obtain furs—which they considered valuable—from the Indians in exchange for small ornaments, tools, and beads—which the Indians considered valuable. Many traders found furs to be quite profitable.

Land was also obtained through treaties and trade. The American Indian groups made treaties that transferred their land to the United States for a specified amount of goods or money. This was paid at a meeting between representatives of the U.S. government and the tribes.

The U.S. Army quickly established forts on the frontier to enforce government policies and to maintain law and order. Fort Atkinson was one of these posts. Life for the soldier in the Iowa Territory was mostly quiet and routine.

The Indian agent was the liaison between the Indians and the government. He was responsible for protecting the rights of the Indians and enforcing the treaties negotiated. He was usually caught in the middle between the two groups and failed to completely please either.

Iowa was officially open for settlement following the 1832 treaty with the Sauk and foxes. People were curious about life in the Iowa Territory and wanted to move here. They received encouragement and advice through books (by such writers as Albert Lea and Isaac Galland), newspapers, and letters from people who had already settled in Iowa.

Getting to Iowa required extensive preparation. Supplies had to be obtained. Transportation had to be arranged. For many people this was a Conestoga wagon. Others walked, traveled by boat and horseback, or took the state. The means of transportation determined the kinds of possessions people could bring with them to their new home. It was difficult deciding what to take and what to leave behind. Then it was time to say goodbye to family and friends.

The Federal Land Ordinance of 1785 established how lands acquired by the United States would be organized and sold. It provided for a federal land survey, which marked townships and sections. A township is six square miles. It has 36 sections (one square mile each), subdivided into quarters (one quarter square mile, or 160 acres). Parcels of land were sold in quarter sections. You can still see these surveyed areas in the rectangular grid patterns made by fields and roads.

Land was bought—with gold and silver—at the government land office. But some settlers coming to newly opened lands were impatient and did not wait for official surveys and land sales. An extra-legal system for claiming land was used to protect claims and allow transfers of public lands prior to official sales. Laws were made to help people secure lands prior to surveys and official land surveys.

Many people came to Iowa to take advantage of the rich farmland. But they found farming an arduous job. They often helped each other, pooling their efforts to break the prairie and harvest the crop.

Farming required a large amount of capital to be profitable. In addition to purchasing land, the new farmer had to purchase equipment and livestock. The successful business was a family partnership where women and children also played significant roles.

Women processed raw materials into finished goods, and helped with farm work. They were responsible for all household activities—cooking, spinning, weaving, sewing, health care, and child care. Women supplemented the farm income by selling products they had made.

Children also had chores: they carried water, gathered firewood, and churned butter. Sometimes when they had finished their chores, there was time left to play.

Not everyone came to Iowa to farm. Towns quickly developed, beginning along the Mississippi River in the east. Three of these towns are illustrated in the exhibit. Each town grew for different reasons. Dubuque developed because of its abundant natural resources, like lead. Keokuk grew where the rapids in the Des Moines River created a break in the transportation system. And Davenport grew in response to trade with westward immigrants and from the military influence at Rock Island.

Towns spurred the exchange of goods and services. A variety of occupations existed, and new trades were always welcome. Towns allowed social interaction where churches, clubs, and laws could grow.

Rapid settlement in Iowa enabled the formation of a territorial government. This government was based on the Ordinance of 1787 (Northwest Ordinance) and laws that established other territories.

These laws created a government consisting of an appointed governor, and a legislature made up of House of Representatives and a legislative council. It established the rights and freedoms of the people living in the territory. May rights, however, only applied to white males over the age of 21. Those whose rights were restricted had to wait years to obtain them. Women, for example, had no voting rights. Married women had restrictions on owning property. African Americans could not vote or attend public school.

Vocabulary:

Annuity Payment: Yearly payment to Indians for lands obtained through a treaty.

Capitalist: Person who uses money and resources to produce more money and resources.

Conestoga wagon: Heavy cloth-covered wagon with broad wheels, used for westward travel.

Displacement: Moving American Indians from their homes to make room for white settlers.

Emigrant: A person who leaves one region or country to settle in another.

Frontier: The region just beyond or at the edge of a settled area.

Immigrant: A person who comes to a region or country to settle.

Land ordinance: A statute or regulation regarding the organization and sale of land in an area newly opened for settlement.

Legislator: A person who creates or enacts laws as part of an established government.

Ordain: To order by superior authority.

Preemption Act: Law allowing people to settle on land prior to its survey.

Speculator: A person who buys and sells land with the hope of making a profit.

Sutler: Civilian attached to an army camp or fort who sells provisions to the soldiers.

Territory: Area of the United States not yet admitted as a state, but administered by a governor and having a legislature.

Tract: Expanse of land.

Treaty: An agreement between the United States and another government, in this exhibit an American Indian Group, grading and to the U.S. in exchange for money and goods.

continued

Procedure:

1. Conduct a class discussion using the following questions. Some suggested examples of answers are listed in case students get stuck.

Q. What things were necessary to the people of Iowa Territory? What things were unavailable to them? How might they have compensated for the lack of such items? Can you think of comparable items today?
A. Examples of necessities then: fire-place, wash tub, wagon. Item often unavailable: a clock. To compensate, people measured the hour by the sun. Comparable items now: stove, washing machine, car.

Q. Why might people want to leave their homes for the Iowa Territory?
A. To obtain land or gain success in a new area. Because farm land is good. Because they feel their present environment is too crowded. For the exciting adventure.

Q. Why was the military presence important to the Iowa Territory? How did the military presence encourage settlement?
A. Military presence was a show of strength and a statement of ownership. The forts could act as a facilitating agency for trade. The military's presence made the settlers feel protected and the region less wild, more "civilized."

Q. Iowa was open for settlement following a series of treaties with the Native Americans living there. What were some of the conditions of these treaties? What did the treaties determine? How did the Indians feel about the treaties? Did everyone understand them?
A. The treaties made arrangements for the U.S. to obtain land from the Indians. While the conditions were a little different in each treaty, the end result was that the Indians gave up their land in exchange for small sums of money and goods. Treaties determined boundaries for the Indians, who were often unhappy with the treaties. Treaties were often negotiated with Indians not recognized as tribal leaders. Sometimes, payments were made to just one member, so that other tribal members received nothing. Often the groups did not completely vacate the area, or come back to hunt there.

Q. What businesses and professions were essential to a new town in the Iowa Territory? What does the success of a town depend on? Is the same today?
A. Bank, stable, pharmacy, general store, doctor, blacksmith, miller, metal smith. Success was dependent on the services available, its location, ease of access, transportation. Towns today have different service needs, and are often dependent on employment potential. Towns may still be dependent on location, ease of access, and transportation networks.

Q. Whose rights were not adequately protected. Why not?
A. Many women's rights that we enjoy today were not then granted, such as voting, property ownership, and the rights of married women. Women were considered less capable of handling legal and political responsibilities. Minorities, particularly African Americans, had restricted rights. While the European-American settlers of Iowa Territory in general opposed slavery, they did not view African Americans as their equals.

Have students present either a written or oral report on one of the following suggested themes for student research. Their results might be presented in both a written and an oral report.

Who was involved in fur trading in the Iowa Territory? What and where did they trade? Where did they go trap? How long did their businesses last? When did the fur trade decline in Iowa?

Find out more about the American Indian tribes that lived in Iowa: Sioux, Sauk, Ioway, Winnebago, and Mesquakie. Divide the class into sections. Each section researches a particular Indian culture using the same list of questions, such as: How did the tribe get to Iowa? What was their territory and where did they move after the treaty signing? What were their beliefs? What folk tales did they tell? How did they dress? How was their government structured? What arts and skills are indicative of their culture? Who among them became well known? Present their reports in class. Make a comparison of the cultures. Try using a chart.

What was school like in territorial Iowa? What areas had schools? Who were the teachers and what was their training? What was taught? What methods were used? Compare this to your school today. After your research you might recreate an 1840s classroom for a day.

There was less leisure time and no ready entertainment like radio, TV, and movies for the early settlers. They enjoyed group activities to relieve their isolation. What did they do for enjoyment? (Consider church-related activities, story telling, playing games, and quilting bees).

The pioneer woman was responsible for most of her family's (and sometimes neighbor') health care. She had to have a tremendous store of knowledge regarding the use of herbs, medicines, and home remedies. What treatments were performed for what ailments? Were the medicines readily available in Iowa or was it necessary to develop new remedies based on materials available here?

People who came to Iowa from cities were familiar with the popular architecture of the time period. What architecture styles were popular in the 1830s and 1840s? Where in Iowa were they built? Who owned these buildings? What are the typical details of each style? What materials were used? How did the styles differ?

One business that was very important was newspaper publishing. The first newspaper printed in Iowa was *The Du Buque*

Visitor, debuting May 11, 1836. By 1860 there were at least 8 papers being published. Go to the local library and read microfilm copies of these newspapers. (If not available locally, microfilmed newspapers are available for interlibrary loan form the State Historical Society of Iowa.) What kind of news is published? How often are the papers printed? What kinds of advertisements are included? What do these facts tell us about the needs and interests of the readers?

Iowa towns grew quickly on the frontier. Which towns were founded by 1846? Choose one to learn more about it. Who founded the town? Why was it started? Who settled there? What businesses did they have? How large did the town become? Is it still in existence? Do some of the same businesses remain?

Assessment of Outcomes:

Students will present their research findings in a written or oral report.

Extensions and Adaptations:

These activities may be used to further explore ideas. You may want to adjust the activities to the students' interests and abilities. You can select some activities to do as a class or ask students to choose project to do.

1. Find out about the kinds of games settler children played. Play these games also. What skills are emphasized, and how do these skills relate to those necessary for adulthood and responsibility?

2. Have you ever wanted to have a pair of moccasins? Books are available on how to make them. There are many styles, and each tells us about the different cultures. Look at other clothing and needlework. What techniques are used? What colors appear frequently? Do the colors or patterns have a meaning? Some American Indians in Iowa still wear traditional clothing for special events. Invite some one from your community who still follows these traditions.

3. Another fun activity is making models. Try to learn more about how the object was actually constructed. Then draw a plan for your model. A variety of materials can be used to make it as realistic as possible. You might try making a model of Ft. Atkinson, or an Indian lodge, or a covered wagon.

4. When did your family come to Iowa? Whether they came in 1940 or 1989, getting here took some planning. Talk to your family about how they got to Iowa. Where did they come from and why did they leave? What did they bring? What did they leave behind? How does this compare to the stories of territorial settlers? Using a U.S. map, show your family's route to Iowa, and the stops they made along the way.

5. One way people document their lives is through song. Learn some of the songs popular with the settlers. What do the words say? Do they express excitement, concern, sadness? Do they talk about the future or the past? What else do you learn about the settlers' lives through their songs?

6. Choose a town that was settled when Iowa was a territory. Draw a map of that town before statehood. Mark the business and residential districts, plus the social areas (such as schools and churches.) You can get information form a local museum or county historical society. There may be a book on the history of your town or county. And don't forget to check the newspapers.

7. Try making a quilt block, using a traditional pattern. If possible, bring fabric scraps from home. Sew your block by hand. Does this take a long time? Imagine having to make enough of these to keep your family warm! Ask your local quilt guild for suggestions on how to complete your quilt.

8. Quilt patterns were often named and copied form objects found in the natural or cultural environment of the settler. Find some patterns from your surroundings. On a piece of paper, draw and color them. How does the pattern represent its name? Display these on the bulletin board.

9. Study territorial laws. Read about some of the early trials. As a class stage a mock trial for an offense. Remember to use appropriate laws and procedures.

10. Draw a picture of something you remember form the exhibit. Write on the picture why you remember this, or have someone else do it for you if you can't write.

11. Obtain some boxes that are about 12 square inches. Tell students to imagine this is all the room they have to pack their belongings to take in a covered wagon. Ask for volunteers who will take home a box, pack it, and return it to class. Have them explain how they decided what to bring that didn't fit.

12. Teacher: Copy the attached worksheet "It Takes Money to Make Money" and give it to your students. The answers are: #1 and #2: dependent on the choices of the students #3: 80, #4: $200, #5: $92.50, #6: 56, #7: 74, #8: 240, #9:6.

Resources:

These materials will help you find out more about the Territory of Iowa. Next to each listing are locations where the material can be found. (SHSI stands for the State Historical Society of Iowa; AEA is Area Education Agency)

Books and Articles: 4th-8th Grade

"Capitals and Capitols." *The Goldfinch,* Vol. 5, No. 4, April 1984. (SHSI, School library) Includes territorial capitals.

"Forts in Iowa." *The Goldfinch,* Vol. 8, No. 1, Sept., 1986. (SHSI, School library) Early Iowa forts, operating as peacekeeping force, assisted in administering the fur trade.

Frontier Life in Iowa. Explorations in Iowa History. PLS Publications, Cedar Falls, IA. This kit contains primary and secondary materials, worksheets, and questions about the Iowa frontier.

"The Fur Trade." *The Goldfinch,* Vol. 6, No. 2, Dec. 1986. (SHSI, School library) Iowa participation in the fur trade.

"Government for Iowa." *The Goldfinch,* Spring 1976. (SHSI, School library) This is a pilot issue of *The Goldfinch* and covers the Constitution and General Assembly.

"Indians of Iowa." *The Goldfinch,* Vol. 3, No. 4, April 1982.

continued

(SHSI, School library) Covers settlement, ways of life, clash of cultures.

Iowa Pioneer Life. Explorations in Iowa History. PLS Publications, Cedar Falls, IA.

(AEA 7,9) Primary and secondary source materials, with worksheets and questions about pioneers.

"The Iowa Territory's 150th Birthday." *The Goldfinch,* Vol. 9, No. 1, Sept. 1987. (SHSI, School library, AEA 9) Social history, life on the prairie.

Kelly, Madge. *Pioneer Farming.* Green Valley Education Agency 14, 1984. 36 p. (AEA 9) Basic pioneer farm information, including equipment.

"Life on the Prairies." *The Goldfinch.,* Vol. 7, No. 2, Nov. 1985. (SHSI, School library)

Prairie settlement, early to late 19th century, views of the prairie.

Reida, Bernice. *Hawkeye Lore.* Edited by Bernice Reida and Ann Irwin. Pella Publishing Company, 1963. (AEA 1, 2, 9, 10; Public Library) Collections of stories about Iowans from early Indians to the 1960s.

"Rivers in Iowa." *The Goldfinch,* Vol. 6, No. 4, April 1985. (SHSI, School library) Some information on early navigation.

"The Shape of the State." *The Goldfinch,* Vol. 4, No. 3, February 1983. (SHSI, School library) Iowa Territory, surveying, setting state boundaries.

Books and Articles: 9th-12th grade

Anderson, Jay. *Living History Farms: A Pictorial History of Food in Iowa.* By Jay Anderson and Candace Tangorra Matelic, Living History Farms Foundation, 1980. (Living History Farms) Food and its preparation at Living History Farms.

Black Hawk. *Black Hawk: An Autobiography.* Edited by Donald Jackson, University of Illinois Press, 1964. (Public Library) Reprint of the 1933 volume interpreted by Antoine LeClaire.

Ludvigson, Greg A. and James A. Dockal. "Lead and Zinc Mining in the Dubuque Area." *Iowa Geology* 9 (1984): 4-9. (Iowa Geological Survey) Some history of the Dubuque lead mining region.

Palimpsest. Volume 69, No. 2, Summer 1988. (SHSI) This issue serves as an exhibit catalogue to "You Gotta Know the Territory."

Parker, George. *Iowa, The Pioneer*

Foundations. State Historical Society of Iowa, 1940, 2 vols. (AEA 7) General, covering a variety of topics.

Price, Eliphalet, "The Trial and Execution of Patrick O'Conner at the Dubuque Mines in the Summer of 1834." *Palimpsest* 40 (1959): 245-50. (SHSI, Public Library) The first murder trial in the future Iowa Territory.

Riley, Glenda. *Frontierswomen: The Iowa Experience.* Iowa State University Press, 1981. (AEA 1, 10, 14; Public Library) Settlement from the perspective of women, using diaries, letters, and reminiscences.

Sage, Leland. *History of Iowa.* Iowa State University Press, 1974. (AEA 7, 10, 14; Public Library) General history from pre-territory to 20th century.

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Books and Articles-Adult

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Blaine, Martha Royce. *Ioway Indians.* University of Oklahoma Press 1979. (Public Library) Ioway tribe from pre-contact to present.

Colton, Kenneth E. "The Stagecoach Comes to Iowa." *Annals of Iowa* 35 (1960): 161-86 (SHSI, Public Library) The stagecoach was an important mode of transportation.

Dykstra, Robert R. "White Men, Black Laws: Territorial Iowans and Civil Rights 1838-1843," *Annals of Iowa* 46 (1982): 403-40. (SHSI, Public Library)

Larson, Beverly. *Brave Ones.* Pioneer Press, 1971. (AEA 10, Public Library) Women on the frontier.

Lea, Albert Miller. *Notes on the Wisconsin Territory,* H.S. Tanner, 1836; State Historical Society Reprint 1935. (SHSI, Public Library) The book which first discussed the Iowa Territory.

Letterman, Edward J. *Pioneer Farming in Iowa.* Wallace-Homestead, 1972. (AEA 7, 10)

Madsen, John. *Up on the River,* Schocken Books, 1985. (Public Library) History of the Mississippi River.

Nichols, Roger L. "The Founding of Ft. Atkinson," *Annals of Iowa* 37 (1965): 589-97. (SHSI, Public Library) Story behind founding the fort.

Ross, Earle Dudley. *Iowa Agriculture: An Historical Survey,* SHSI, 1951.

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"The Sacs and Foxes of the Mississippi Valley," in *Patterns and Perspectives in Iowa History,* Dorothy Schwieder, ed. Ames: Iowa State University Press, 1973. (AEA 14, Public Library)

Schlebecker, John T. *Whereby We Thrive: A History of American Farming, 1607-1972.* Iowa State University Press, 1975. (Public Library) Chapters about farming on the Iowa prairie.

Schofeld, Lewis. "An Emigrant's Letter in 1840," *Annals of Iowa* 34 (1958): 460-64. (SHSI, Public Library) Advice to a prospective emigrant from Virginia.

Torrence, Gaylord and Hobbs, Robert. *Art of the Red Earth People: The Mesquakie of Iowa.* The University of Iowa Museum of Art, 1989. (Public Library)

Worlds Between Two Rivers: Perspectives on American Indians in Iowa. Edited by Gretchen M. Bataille, David M. Gradwohl, and Charles L.P. Silet. ISU Press, 1978. (Public Library)

Film, Filmstrip, Video

Famous Folks from Iowa's Past. (Filmstrip), Heartland AEA Media Center, 1981. 15 min. (AEA 1, 9, 11, 12) Includes prominent people from Iowa Territory.

Fargo, O.J. *Iowa-Path to Statehood (1838-1846).* (Filmstrip, audiocassette), Green Valley AEA, 1979. 12 min. (AEA 1, 2, 10, 14)

Fargo, O.J. *Iowa Settler (1832-38)* (Filmstrip, audiocassette), Green Valley AEA, 1979. 12 min. (AEA 10, 14)

Fargo, O.J. *Iowa-Time of Conflict (1805-1832).* (Filmstrip, audiocassette), Green Valley AEA, 1979, 12 min. (AEA 10, 14) Pre-territorial history, Lewis and Clark to Black.

Fort Atkinson, 16mm film, color, 1976. 20 min. (AEA 1, 7, 9, 11, 12)

Fort Madison Archaeology, film, color, 1974. 15 min. (AEA 9, 14) University of Iowa.

How Did They Make Those Clothes? (Video Recording), Heartland AEA Media Center, 1980. (AEA 1, 7, 11, 12, 14) Clothing production in the 1840s, Living History Farms.

Mesquakie: The Red Earth People. (Sound filmstrip), Heartland AEA 11, 1989.

Monday was Wash Day. (Video Recording), Heartland AEA Media Center, 1981. (AEA 1, 7, 11, 12, 14) 1840s care of clothing, Living History Farms.

Path to Statehood. (Video Recording), Iowa Public Broadcasting Network, 1979. (AEA 1, 7, 9, 10, 11, 12, 14)

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Prairie Pioneers. (Video Recording), Iowa Public Broadcasting Network, 1979. (AEA 2, 5, 7, 9, 10, 11, 12, 14)

Youth at Work in 1840. (Video Recording), Heartland AEA Media Center, 1981. (AEA 1, 11, 14)

Fiction related to the Iowa Territorial Period

Evans, Freeman. *Covered Wagons.* New York: Ballantine Books, 1984. (Grade 11 - Public Library)

Hotle, Charles C. *Forks of the River.* Apollo Books 1983. (Grade 9 - Public Library)

Stong, Phillip Duffield. *Buckskin Breeches.* Farrar and Rinehart, 1937, Grosset, 1938. (Grade 10 - Public Library)

Montauk Historic Site

Grade Level **5-12**

Class Periods **2**

Goals/Objectives/Student Outcomes:

• Through an on-site visit or a slide presentation, students will experience the atmosphere of Montauk as a Victorian residence and understand William Larrabee's role in Iowa history.

The student will:

- **Identify William Larrabee as an Iowa governor and progressive reformer.**
- **Look at the following aspects of Montauk: buildings and architecture, material culture, and the natural areas surrounding the site.**
- **Understand that while Montauk is a large elegant home, it was still rather modest considering Governor Larrabee's social and economic status.**
- **Identify other Clermont sites: The Union Sunday School, the Clermont Museum, and the Larrabee's social and economic status.**
- **Develop an understanding of what daily life was like on an Iowa farm in the late 1800s.**

Materials:

1. Slides of Montauk

Background:

WILLIAM LARRABEE

Born in Connecticut in 1832, William Larrabee moved to Iowa at the age of 21. He had little formal education, only completing the eighth grade. He was, however, a lifelong self-learner. He worked as a teacher before becoming involved in land speculation.

Larrabee eventually held business interests in banking, railroad, and coal industries. His public service began in 1867. He served 17 years in the Iowa legislature, then two terms as governor, from 1886 to 1890.

Larrabee's progressive ideas put him at odds with his fellow Republican Party members. Among the causes he championed were women's suffrage, railroad regulations, and civil rights for African Americans. He held strong views on education, believing in tax-supported education for all students and advocating the use of artifacts in the classroom. At the time of his death in 1912, he was in the process of building the Larrabee School, which housed a museum until 1970.

THE LARRABEE FAMILY

Anna Matilda Appelman married William Larrabee in Iowa in 1861, the same year Abraham Lincoln became president. They raised seven children: Charles, Julia, Anna, William Jr., Augusta, Frederic, and Helen, who was the only child born at Montauk. The Larrabees moved into Montauk in 1874.

Mrs. Larrabee became very active in the community of Clermont, serving as the superintendent of the Union Sunday School for 30 years, and completing the Larrabee School following her husband's death. The Larrabee children also were involved in a variety of activities suited to their upper-class social and economic status. The girls engaged in the arts, one of the few pastimes considered suitable for females at that time. Anna became an accomplished musician, Augusta an artist. The boys became involved in the family businesses and two served in the legislature. Reflecting their father's concern for education, all of the Larrabee children stayed in Iowa. Two of them, Anna and William Jr., remained in Clermont. Anna lived at Montauk until her death in 1965.

Helen's three children were raised at the mansion following her death; thus Montauk was home to three generations of the Larrabee family.

MONTAUK

Built in 1874 on a hill overlooking the Turkey River Valley, Montauk was named by Mrs. Larrabee for the lighthouse at the eastern end of Long Island that guided her sea-captain father home from his whaling voyages. A widow's walk, like those used by the wives of sea captains to watch for ships, crowns the roof and gives a dramatic view of the Turkey Valley.

Surrounded by over 100,000 pine trees that Larrabee planted, the 14-room mansion is built of brick molded of native clay and fired in the kiln at Clermont. Flower gardens and statues of Civil War heroes dotted the 46-acre grounds, where peacocks once strutted and turkeys roosted in the trees at night. Montauk also was a working farm with barns, farm animals, an orchard, and grain fields.

Montauk reflects the wealth and lofty status of its occupants. Larrabee traveled widely and decorated his home with curios and souvenirs. Visitors today can see Tiffany lamps, Wedgwood china, statues from Italy, music boxes from Switzerland, a large collection of paintings, and thousands of books. Each room has a marble sink, and most of the rooms are filled with paintings, marble busts, and statues.

Still, Montauk is modest compared to the homes of other similarly prominent leaders of Iowa and the nation. This simplicity is a product of the Larrabees' conservative New England background.

Because the house was lived in continuously for nearly one hundred years, the furnishings and appliances reflect changes in technology and style over time. Newer furnishings mix with older ones. In the kitchen, for example, a 1900 wood stove stands near a 1950s dishwasher. The Larrabee family was progressive in their use of technology. The house was built with central heat, a recent innovation at that time. Other new conveniences were added as soon as they were available—the telephone in 1900, and electricity in 1910.

Vocabulary:

Land speculation: to buy or sell land in expectation of profiting from market fluctuations.

Library: room in a house comparable to today's home office or study.

Montauk: the name of the house comes from the Montauk Point Lighthouse in New York, reflecting the Larrabees' New England roots.

Progressive: a person who actively favors or strives for progress toward better conditions in society or government.

Prohibition: to limit or forbid the manufacture and consumption of alcoholic beverages. This was a popular cause in the late 19th and early 20th centuries.

Sitting room: comparable to today's living room.

Suffrage: the right to vote. When Larrabee was first in public office many groups, including women, African Americans, and American Indians were denied the right to vote.

Victorian: a highly ornamented, massive style of architecture, decor, and furnishings popular during the reign of England's Queen Victoria (1830-1900); relating to or displaying the standards or ideals of morality regarding as characteristic of this time.

Procedure:

1. First talk about Montauk as a museum with collections. Explain that a collection is a group of items assembled in a logical order and gathered because they have some kind of significance. Museums have collections that are studied and exhibited to the public. The collections are used to interpret the past, present, and sometimes the future.

2. Explain that museums use both two-dimensional and three-dimensional materials (called artifacts) to interpret history. An artifact can tell us much about the people, the time, and the region from which it came. It reveals what materials is it made from, when and where it was made, and how it was used. Sometimes its color and style tell us about popular trends. All of this helps us determine its relative value within the "material culture."

3. A historic site such as Montauk is one type of museum that focuses on a specific place, person, or event. What places in your town or county would you make into historic sites? Make a list of these places and the persons, places, or events they represent.

4. Discuss what you expect to see in a house owned by a former Iowa governor.

5. Include these activities when you visit Montauk, or view a slide presentation:
- Montauk has a parklike setting, common to Victorian houses. Look at the outdoor statuary of Civil War heroes.
- Identify the outbuildings. There you will find the well house, the laundry room, the ice house, the shop, and the farm buildings.
- Take a drive through Clermont or look at slides. Visit the 1858 Union Sunday School, which houses the Kimball pipe organ that William Larrabee donated in 1896. See the Larrabee School, constructed entirely of stone, brick, and marble. Larrabee built it in 1912 to further his progressive views of education.
- Stop in front of the Clermont Museum, which now contains the collection that Larrabee acquired for use in the Larrabee School. He believed that children should have the opportunity to learn "hands-on" from artifacts as well as textbooks.

Assessment of Outcomes:

Discuss the following questions with your students after "touring" Montauk. After each question we give some suggested answers. Have your students expand on their considerations.

William Larrabee supported woman suffrage (giving women the right to vote). Imagine you are living in 1880s. Women cannot vote in any elections. Debate the issue of giving women voting rights. How might it change elections? How might it change women?

Montauk was occupied for almost one hundred years—from the 1870s to the 1960s. Consequently, the home reflects various eras of technology. What changes in technology did you see on your visit? Consider electric lights, dishwasher, telephone.

Houses change regularly to fit the needs and tastes of their owners. If you were living in Montauk, what changes would you make to suit you and your family? Consider, for example, making the music room into a TV room.

William Larrabee was considered progressive in his ideas. Some of the political issues he dealt with were public education, prohibition (outlawing alcoholic beverages), women's suffrage, railroad rates, civil rights, and union rights. What issues do today's governor and legislature deal with? How are they similar or different from the issues Larrabee faced? Consider gambling, which is similar to prohibition issue.

continued

Extensions and Adaptations:

Here are suggested themes for student research. Their results might be presented in both written and oral reports:

William Larrabee kept up a lifelong correspondence with several noted people of his time. These included William Jennings Bryan, William Howard Taft, Theodore Roosevelt, and James Harlan. Choose one of these people to learn more about. What was his childhood like? How did he become a public figure? Were his ideas similar to Larrabee's?

Pair up with a friend and pretend to be Larrabee and one of his correspondents. Exchange letters about your views.

The 1904 Louisiana Purchase Expo in St. Louis was a very popular event. Larrabee was the president of the Iowa Commission to the Expo. Find out more about the Expo (also known as the 1904 World's Fair). When did it take place? What kinds of competitions and exhibits were held? How did Iowa participate? Start by gathering information at the public library, which may provide leads to further information.

Much of what we know about the Larrabee family comes from family history. Your family has a history, too. Talk to your parents and other family members. Find out when your family moved to Iowa. Who came first? Where did they live? What occupations did they hold? What kinds of family stories do you tell? Be sure to write all this down, even if you and your mom and dad were the first family members to come to Iowa. Someday someone else in your family will want to know this bit of history.

At Montauk you saw some of the clothes the Larrabee daughters wore when they were young adults. Fashion has changed a lot since then. Find out more about the changes in clothing and accessories between the 1870s and today. What styles were popular seventy-five, fifty, and twenty-five years ago? How do these styles compare with today's? Which ones would you like to wear?

The Clermont Museum contains the artifacts that were in the museum at the Larrabee School. You can make your own museum, either at home or in the classroom. Decide on a topic for your museum. This is your museum's "mission." Identify artifacts that will illustrate this topic. Do some research on the artifacts and make labels for them. You can exhibit your museum in the classroom.

Draw something you remember form your visit to Montauk. What made you remember it? Write a page about your picture and paste it on the back.

Imagine you are in music room at Montauk. What music would have been popular when the Larrabee children were young? What music was popular when the Larrabee grandchildren lived there? See if you can find sheet music or recordings of popular music from back then and play them in class. Do you like the music? Do you prefer this music, or today's?

Keeping a scrapbook was a popular pastime for children and adults during the Larrabee's time. Scrapbooks can contain just about anything you want to remember. Some people make scrapbooks about their families, their hobbies, or newspaper articles of interest. Make your own scrapbook. What will you put in it? Share it with your classmates.

The Larrabees' raised their own children in the 1860s to 1900s, then raised some grandchildren at Montauk after 1900. How do you think ideas about child-rearing changed from one generation to the next? See if you can find out about these changes at your public library. Write and perform a short play comparing how children were raised then with how they are raised today.

Resources:

These materials, available at Montauk or the Iowa History Resource Center at the State Historical Society of Iowa Building in Des Moines, will help you find out more about Montauk, the Larrabee family, and Clermont:

Books and articles, 4th-8th Grade

"Doing Local History." *The Goldfinch* 14 (Winter 1992).

"Government in Iowa." *The Goldfinch* (Spring 1976).

"Homes in History." *The Goldfinch* 15 (Fall 1993).

Books and Articles, 9th grade-Adult

Rebecca Christian. "Montauk: Baronial Splendor at Clermont." *Iowan* 32 (Winter 1983): 11-16, 52-53.

JoEllen Knight. "Historic Tour of Clermont." *Iowan* 18 (Fall 1969): 32-35, 49.

James L. Shaffer. "Historic Montauk." *Iowan* 16 (Winter 1967-68): 10-19, 53.

"Teaching with Historic Places: Where did History Happen?" *Cultural Resources Management* 16, no. 2, 1993.

J. Brooke Workman. "Governor William Larrabee and Railroad Reform." *Iowa Journal of History* 57 (1959): 231-66.

PRAIRIE *Voices...*

Plum Grove

Grade Level **5-12**

Class Periods **2**

Goals/Objectives/Student Outcomes:

By experiencing the atmosphere of Plum Grove through slides or an on-site visit, students will examine three main themes: Robert Lucas and the Territory of Iowa; every-day life during the 1840s; and how to use a historic home as a tool to learn about history.

Students will:

- **Identify Robert Lucas as the Territory of Iowa's first governor.**
- **Learn how Plum Grove's architecture and furnishings represent the period when the Lucases lived there.**
- **Recognize the role of archaeology as a research tool.**
- **Describe a home of 150 years ago and compare it to a home of today.**
- **Explain what can be learned from examining a historic home.**

Materials:

1. Iowa maps (historic and current)
2. Photos of historic homes

Background:

Plum Grove is located in the center of a seven-acre haven of trees and wildlife in the heart of Iowa City. Because of its relative separation from the rest of the neighborhood, Plum Grove gives the visitor a sense of being transported to the Iowa City of 150 years ago.

Plum Grove was the retirement home of Robert Lucas, who served as the first governor of the Territory of Iowa from 1838 to 1841, and his wife Friendly Lucas. Built in 1844, Plum Grove features period furnishings and artifacts, some of which belonged to Lucas and his family. Thus, in addition to getting a taste of early Iowa City, visitors to Plum Grove also experience the personal side of one of Iowa's important public figures. Lucas lived in the house until his death in 1853; Friendly remained at Plum Grove until the late 1850s.

Robert Lucas was born in 1781 in Shepherdstown, Pennsylvania, to descendants of Quakers who settled in Pennsylvania in 1679. His early schooling included mathematics and surveying, subjects that would later serve him well when he moved westward in 1800 into the Northwest Territory.

Despite his pacifist Quaker background, Lucas began a military career in 1803 when the Governor of Ohio commissioned him to enlist volunteers for the Ohio militia. He rose in rank until he became a major-general in the militia and a colonel in the U.S. Army. When the War of 1812 began, Lucas helped organize a battalion of volunteers from his militia. He served as an officer in General Hull's disastrous campaign around Detroit. Lucas's daily journal during that fiasco reveals courage and resourcefulness.

Concurrent with his rise in the military, Lucas successfully engaged in a political career beginning in 1805, when he was appointed justice of the peace for Union Township in Scioto County. In 1808, he was elected to the lower house of the Ohio legislature. Lucas served all but two years from 1814 and 1830 as a state senator.

In 1830 he was nominated for Ohio governor by the Democrats, but was defeated. He ran again in 1832 and won. He was reelected in 1834. His most notable service to Ohio during his four years as governor was his victory in the Ohio—Michigan boundary dispute.

In 1838, President Martin Van Buren appointed Lucas as governor of the Iowa Territory. Lucas's agenda included organizing an efficient militia and a strict economy, and passing legislation on education, the criminal code, and the suppression of gambling and intemperance. He oversaw Iowa's victory over Missouri in the so-called Boundary War. He also laid the cornerstone for the new state capitol (now Old Capitol) in Iowa City in 1840. With the election of a Whig Party president, Lucas was removed from office as governor in 1841.

Soon afterwards, Lucas and his wife, Friendly, decided to spend the remainder of their lives in Iowa City. In 1844 they purchased 80 acres just south of town and built a house reminiscent of their home in Ohio. Nestled among a grove of plum trees, the house was dubbed Plum Grove.

Vocabulary:

Archaeology: The recovery and study of material evidence, such as graves, buildings, tools, and pottery, remaining from past human life and culture.

Historic site: A place that provides insights into local history by its association with significant people or events.

Legislator: A person who creates or enacts laws as part of an established government.

Museum: A building, place, or institution devoted to the acquisition, conservation, study, exhibition, and educational interpretation of objects having scientific, historic, or artistic value.

Territory: Area of the United States not yet admitted as a state, but administered by a governor and having a legislature.

Procedure:

Before your tour by visit or slides, set aside some classroom time to try one or more of the following activities.

1. Talk about Plum Grove Historic Site as a museum. Discuss museums and collections. Explain that a collection is a group of items assembled in a logical order and gathered because they have some kind of significance. Museums have collections that they study and exhibit to the public. The collections are used to interpret the past, present, and sometimes the future.

2. Explain that museums contain both two-dimensional and three-dimensional materials (called artifacts) to interpret history or natural history. An artifact can tell us much about the people, the time, and the region from which it came. It can reveal what materials it is made from, and when and where it was used. Sometimes its color and style tell us about popular trends. All of this helps us determine its relative value within the "material culture."

3. A historic site—such as Plum Grove—is one type of museum that represents a particular individual, place, or event. Make a list of places in your town or country that you would make into historic sites, and give reasons why each should be a historic site.

4. Use maps to compare the size and boundaries of the United States and Iowa in the 1800s and today. Discuss the definition of a territory and the fact that Iowa was on the nation's frontier in 1840. Have students locate Iowa City and Plum Grove on the Iowa and Iowa City maps. For these activities you will need: circa 1840-1860 maps of Iowa City and the United States and current Iowa City, Iowa, and United States maps. The goal is to help students locate Plum Grove, introduce the concept of a territory, and place Plum Grove and the Iowa Territory on the 1840s frontier.

5. For these activities you'll need photographs of Robert and Friendly Lucas. After the students have examined the photos, discuss the clothing worn by the Lucases and the stern nature of photographs from that time period.

6. Introduce the topic of territorial governor. Ask the students who the governor of Iowa is today, and how he achieved his position. Explain that Lucas was not elected but appointed governor. Using the mid-19th century map to emphasize the lack of roads, railroads, and communications, discuss the kinds of problems Lucas would have faced as territorial governor.

7. Using photographs of Plum Grove, other historic homes, and examples of today's homes (interior and exterior, introduce the idea that Plum Grove is a home—not just a building—that reflects a specific time in history.

Discuss what a home is. Show students a photo of a home today (a bedroom, if possible). Discuss what they can determine about the people who live there based on the "evidence" they find in the photograph.

Look at images of historic homes. Why is it important to preserve them? Ask students to name some famous homes they've heard of. Relate the discussion to the visit to Plum Grove. Instruct students to look for evidence of the Lucas' life during their tour of the home. Point out particularly revealing artifacts, such as tools, furniture, and kitchen utensils.

8. The following is a Plum Grove "Scavenger Hunt," which, at the discretion of the teacher, can be incorporated into a tour or slide show and offered to students as an independent activity:

Entryway—This house used to be a part of a farm. Why do you think it was called Plum Grove?

Parlor—Look at the front room. This is the parlor. Is it a formal or casual room? What kinds of activities do you think the Lucas family did here? Find the red chair. Do you see an animal's neck and head in it? What is this animal? Do you see a musical instrument? It is a melodeon. Do you play an instrument? Did this house have electricity? The two glass items on top of the melodeon are called camphene lamps. Name two other light sources in this room.

Dining Room—Find the fireplace. There are many fireplaces in the house. Count them as you go through the house. How many are there? In the middle of winter what would you use a fireplace for?

Library—Find the painting of Robert Lucas. What does the painting tell you about his personality? Find the basket on the floor. What is in the basket? (knitting material)

Kitchen—Find the room where Friendly Lucas would have cooked. How is it different from your own kitchen? The Lucas' had many chores to do. Many were done in the kitchen. Find the tools used for chores: butter churn, dry sink, candle molds, coffee grinder, and irons.

Upstairs—Find the middle bed. Look under the bed. The fancy pot is called a chamber pot. What do you think it was used for? What is the mattress made of? (straw) Do you sew? A 12-year old girl sewed the sampler above the fireplace. Why was it important to know how to sew in those days? Find the old clothes. How are they different from your clothes? Would you have liked living in this house? Why or why not?

Visit the archaeology exhibits on the Plum Grove grounds. Archaeological excavations were undertaken at Plum Grove in the late 1970s. The sites of these excavations have interpretive markers.

Plum Grove's exterior has been altered many times. Walk around the outside of the house and look for evidence of elements that have been removed or changed.

continued

Assessment of Outcomes:

Ask some of the following questions of your students after your visit (whether tour or slides) to Plum Grove. After each question we give some suggested answers. Have your students expand on these answers.

Compare Plum Grove with your own house (consider the number of rooms and what the rooms are used for). Draw a picture of your room. Draw a picture of the room that would have been yours at Plum Grove. What do the drawings tell you about each time period?

If you had lived at Plum Grove in the 1840s what chores would you have done? (Name the chore-related artifacts you saw at the house.) Describe how living at Plum Grove then would be different from your typical day now.

Imagine you are Plum Grove's historic site manager. What would you be concerned about? What would your daily routine be like? (Consider the possible effects of large numbers of people on the house. How would you handle tours and maintain the grounds?)

If you lived at Plum Grove now what would you want changed? What things would you keep the same? Consider, for instance, electrical outlets.

If you were a settler in the Iowa Territory would you support Robert Lucas as governor?

Plum Grove started out as a farm, but is now in the middle of the city. How do you think it was able to survive in the face of rapid urban growth? Consider for example, the fact that only parts of the farm were sold as lots.

Extensions and Adaptations:

Here are several suggested themes for student research. Their results might be presented in both written and oral reports.

Interview your parents, grandparents, or older friends about their childhoods. Ask what chores they had to do as children. What was their room like? Find three or four major differences between your life and the person you interview.

There were many new settlements in the Iowa Territory. Pick one to learn more about. It can be a town that has survived or one that has vanished. Where is it located? When was it settled and by whom? What jobs did the people have? What cultural and educational organizations developed? What were the common customs and games? Why did the town grow or not grow?

Robert Lucas's wife's first name was Friendly. Today that sounds like an unusual first name, but back then names such as Friendly, Charity, and Felicity were common. Research other names common during Friendly's life. What do the names mean? Why were they used? How do they compare with names used today, such as Jennifer, Scott, and Jamal?

If your parents or grandparents own their home, look at the abstract of the property. The abstract tells who owned the property in the past and what land divisions it was part of. What can you find out about the place where you and your family live? (To the teacher: Please consider bringing your abstract if you own a house, or ask to borrow one from another teacher.)

Friendly Lucas had a reputation for being a very good cook. One of her recipes, for plum butter, is reprinted on the last page (from the Spring 1992 issued of The Palimpsest). Try this recipe as it is written. Does it work?

What music would have been popular between 1838 and 1873, when Robert and Friendly Lucas lived in Iowa? See if you can find sheet music or recordings of any popular songs from the period. Play them in class. Do you like the music? Which do you prefer, today's music, or that of the mid-19th century? Why?

Imagine you are Robert Lucas. Write a letter back to friends in the East describing your new life in Iowa.

Take a walking tour of the neighborhood around Plum Grove. Compare the styles of architecture of nearby houses with the architecture of Plum Grove.

Create an archaeological dig in your classroom. Take a box about 18 inches deep and fill it with dirt. While you do that, place in the box artifacts to represent a group of people such as, broken pottery, animal bones, toys, and toothbrushes. Students can excavate and assemble the artifacts. What do the artifacts tell about the people the dig represents?

Resources:

4th-8th Grade

"Capitals and Capitols." *The Goldfinch* 5 (April 1984).

"Homes in History." *The Goldfinch* 15 (Fall 1993).

"The Iowa Territory's 150th Birthday." *The Goldfinch* 9 (September 1987).

"The Shape of the State." *The Goldfinch* 4 (February 1983).

"The Path to Statehood." Video, Iowa Heritage Series, Iowa Public Television.

Robert S. Starbird and Daniel Rainey. *American History: It's Beneath Your Feet.* Media, Inc., 1990.

9th Grade-Adult

Anne Beiser Allen. "Friendly Frontier: Images from the Live of Friendly Lucas, Iowa's First Lady." *The Palimpsest* 73 (1992): 18-31.

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The Palimpsest 69 (Summer 1988).

Theodore Sutton Parvin. "As Robert Lucas Became Iowa's Territorial Governor." *Annals of Iowa* 34 (1957): 112-20.

William J. Petersen. "Iowa in the Days of Lucas." *The Palimpsest* 44 (1963): 221-84.

Leland L. Sage. *A History of Iowa.* Ames: Iowa State University Press, 1974.

"Teaching with Historic Places." *Cultural Resources Management* 16, No.2, 1993.

Linda K. Thompson. "Mrs. Harold Avery Donates Lucas Treasure to Department of History and Archives." *Annals of Iowa* 41 (1971): 681-84.

Valentine Van Tassel. "When Friendly Lucas went to Iowa." *Antiques Journal* 11 (June 1956): 14-15,30.

Friendly's Plum Butter

Margaret Lucas Henderson, a great-granddaughter of Friendly and Robert Lucas, recorded this recipe:

"Plum Butter or Jam: Sneak up on plums and get as many as you can. Wash well (a few worms will give it a meaty flavor so do not be squeamish). Cover with boiling water & cook till tender. Take potato masher & mash— skins & all. If you are short of plums & want to use the bulk available put skins & all in to a colander—use potato masher & mash. Take pits out by your fingers.

"Put through as much of the skins as you can. For each cup of pulp you have to use 2/3 cup of sugar. I cook mine in oven—slowly—testing for consistency. A small portion in a saucer—put in refrigerator will tell you when the jam or butter is just right.

"Put in jars & seal. Call an armored truck & take to your safe deposit box before anyone becomes aware that you have such a treasure in your possession."

Education

Grade Level **3-12**

Class Periods **1**

Goals/Objectives/Student Outcomes:

Students will:

- **Learn about past school practices and teaching methods.**
- **Understand about the process of learning.**
- **Learn about the administration and financing of schools on all levels.**
- **Understand changes in public attitudes toward schools during the past hundred and fifty years.**
- **Learn about the changes in buildings and learning materials in different places at different times.**

Materials:

1. Yearbooks from schools, old and new
2. Annual reports from school districts, old and new
3. College and technical school catalogs, old and new
4. Time to interview teachers and administrators
5. Newspapers, old and new
6. Time to listen to radio and watch TV reports of school matters
7. History text books and other reference books
8. Magazine articles, old and new
9. Biographies that mention school days

Background:

Literacy is one of the most important characteristics of a free society. Because Americans believe that a literate and informed citizenry will make wiser election decisions, we are willing to spend enormous sums of money to ensure that people learn to read and write. Yet universal literacy has not always been held in such esteem. When the majority of the people in the country were farmers, many thought that learning how to do work properly was most important. Some felt it was essential that children learn to read so that they could read the Bible.

During the past 400 years the methods of training and educating people have changed, from the New England Primer and the Dame School of Colonial times, to the later Horn Books and McGuffey's Readers, and finally to today's computer laboratories.

Usually the intent has been the same—to teach children and adults to read, write, and do computations. But education also encompasses various kinds of learning, including understanding and perpetuating our culture, training for the professions, and higher education. Though the word "education" may mean different things to different people, most people are willing to pay taxes to support schools, make donations to private and special schools, and become involved in the process in whatever way suits the move towards the goals of education that they see as desirable.

Procedures:

This thematic lesson plan is intended to introduce this particular topic to students. The activities are intended to introduce students to the process of inquiry that can be applied to the study Iowa history. In many cases the same activities can be used to explore the topic in a variety of Iowa history time periods. This lesson plan can also be used in conjunction with other topical areas in this curriculum.

These thematic lesson plans underscore basic skills such as reading, writing, communicating orally, and collecting reference sources. Many of the activities will give students practice in using higher skills as in reading, writing, communicating orally, collecting reference sources and using a library; distinguishing between primary and secondary sources; using charts and timelines; and developing vocabulary. The teacher can introduce higher level skills through these activities such as collecting information from a variety of sources through observation and questioning; compiling, organizing, and evaluating information; comparing and contrasting; drawing conclusions or inferences from evidence; considering alternative conclusions; making generalizations; recognizing points of view; understanding how things happen and how things change; recognizing how values and traditions influence history and the present; grasping the complexities of cause and effect; developing a chronological sense; and understanding events in context.

Activities:

1. List all the grade levels and subjects taught in your school.

2. Interview teachers and administrators about the training they received and needed to be employed in their present jobs.

3. Collect photographs and other illustrations of the different types of buildings that have been used for school purposes.

4. On a map of your town, locate all buildings used for school or educational purposes.

5. Make a chart showing the changes in public school curriculum during the past 100 years.

6. Make a model or draw a picture of your school building.

7. On a map of Iowa locate all schools of higher education, such as community colleges, colleges, universities, and technical schools.

8. Write a report on schools that serve audiences with special needs.

9. List the types of learning materials available in your school.

10. Make a chart showing the size of classes for the various subjects and activities in your school.

11. What activities other than subject classes are available in your school? Why are they offered in the school?

12. Interview a lawyer or school board member about the laws that apply to schools and why such laws have been passed.

13. Make a bulletin board display of all schools that have ever operated in your county.

14. Spend a day in a one-room rural school and re-enact the life of a student from the time these buildings were first used.

15. Interview a teacher about the length and type of preparation necessary to become a teacher.

16. Research and write a report about the types of controversies that have occurred in schools, such as what students wear, what students can say, what kinds of books can be used, what extra curricular activities are appropriate, and who may attend and who may be excluded from extra curricular activities.

17. Debate the reasons for dividing schools into classes based on age groups vs. dividing schools into classes based on ability levels or interest groups.

18. Prepare debate materials on the question of why certain subjects are required of all students and other subjects are not.

19. Discuss the role of computers, audio visual equipment, and other mechanical devices in schools.

20. Write a fictitious diary of a student in a one-room rural school in your area a hundred years ago.

21. Write a fictitious newspaper, TV, or radio editorial about the most recent school bond issue or school tax increase in your community.

22. Read books about school life in another time and place, such as *The Hoosier Schoolboy* and *The Hoosier School Master.*

Assessments of Outcomes:

1. Prepare an ideal curriculum for a school of fifty years ago.

2. List the extra curricular activities offered in your school today and those offered 50 years ago.

3. Describe in words or drawings the typical clothing worn by students in your school today and that worn 50 years ago.

4. Make a chart of the rooms considered to be necessary for a school today and contrast it with the schools of 50 and 100 year ago.

5. Write a report analyzing the costs of operating public schools today and compare it with the costs 100 years ago. Be careful to analyze in terms of purchasing power, not just raw dollars.

Extensions and Adaptations:

Most of the activities listed under procedures can be easily adapted to meet the learning needs of most students at various ages. Many of the listed activities can be used as art, music, writing, math, or science projects. Be sure to draw on teachers within your school and resource people in your community. The folklife section of this curriculum provides a list of community resource ideas.

Resources:

Contact the Iowa History Resource Center at the State Historical Society of Iowa for a list of books, videos, organizations and ideas for studying Iowa history. Write to: Education Coordinator, State Historical Society of Iowa, 600 East Locust, Des Moines, Iowa 50319.

PRAIRIE *Voices...*

Iowa's One-Room Schools

Grade Level **5**

Class Periods **5**

Plus one full day

Goals/Objectives/Student Outcomes:

Students will:

- **Compare and contrast a school day in an Iowa one-room country school with that of their own.**
- **Demonstrate an understanding of the concept of consolidation by addressing issues such as why rural families wanted to keep one-room schools, and why some educators thought larger schools were better.**
- **Recognize ways in which the consolidation controversy continues today.**

Materials:

1. Books and articles listed
2. Compare and contrast transparency, individual charts, newsprint chart
3. Materials used in country school as indicated above

Background:

(Excerpts from "Remembering One-Room Schools," *The Goldfinch* 16 (Fall 1994): 8-13.)

Pioneers who settled Iowa wanted to give their children a good life. They had traveled from the East to build new homes and grow crops on the wild, Iowa prairie. When settlers could support their families, they organized schools for their children.

Early Schools: 1830-1858

At first, children learned at home from mothers and older sisters. When more families settled in an area, parents organized local schools called subscription schools. Children could attend these schools as long as their parents shared the expenses for supplies and teachers. In 1839 a law passed by the territorial legislature made each county responsible for opening and maintaining public schools. Some counties did open schools, but many children did not attend because their parents needed them on the farm. If there was spare time, mothers, aunts, and friends would do their best to teach children to read and write.

Most of Iowa's early schoolhouses were log cabins. Students sat on long wooden benches and worked on their lessons. When it came time for them to show what they had learned, they stood at the front of the room and recited what they had memorized. Blackboards were simple wooden boards painted black. White limestone was used instead of chalk, and erasers were made out of sheepskin. Textbooks were rare, and many kids learned from the few books they brought from home. Paper and pens were expensive so kids wrote on slates.

To improve Iowa's small unsupervised school system, the state legislature asked a famous educator, Horace Mann, to evaluate education in Iowa. In 1856, Mann told the legislature that all schools should be supported by school taxes. He also believed education should be available to all children, regardless of their race.

Township Schools: 1858-1872

In 1858, another law was passed, and each township in Iowa became responsible for organizing schools. These new school districts built schools and provided tuition-free elementary education to all children between the ages of five and twenty-one. Nine schoolhouses were built in each township and students only had to walk a mile or two to school. Townships elected school boards to hire teachers, buy supplies, and set the school calendar. Most schools were open for three terms—fall, winter, spring. Children did not legally have to attend school, and many kids, especially older boys, stayed home to help with farm chores. Some communities held school in private homes until a proper schoolhouse could be built.

Expanding Communities, Expanding Schools

As Iowa's population grew, school districts could afford to build more schools. By the turn of the century, Iowa's rural population had grown quickly, and there were almost 14,000 one-room schoolhouses across the state. Many schoolhouses looked alike. They were built from wooden boards and then painted bright red, white, or sometimes yellow. Some schools were brick or stone.

Students stored coats, boots, and lunches in the school entryway. Their desks stood in rows in the classroom. A woodburning stove blazed in the winter. Students who were lucky enough to sit close to the fire kept warm. Students in the back rows often shivered while they studied.

In the late 1800s and into the mid-1900s many Iowa kids were using standardized textbooks. Some of the most popular were McGuffey's Readers. First published in 1836, these books taught kids reading, writing, spelling, public speaking, and history. William McGuffey's books also had strong morals—they taught students to stay away from tobacco and alcohol, respect their elders, be patriotic, and have good manners.

A compulsory education law was passed in 1902, and all children between the ages of seven and fourteen were required to attend school. The new attendance law increased school enrollment significantly. To prepare for new students, wooden country schoolhouses were painted inside and out, furniture updated, and teachers received higher salaries. Oil burning stoves were installed, maps were updated, library books were purchased, and paper and pencils replaced slates.

When electricity found its way to Iowa's rural communities in the 1930s and 1940s, many schoolhouses were wired for electricity. Conditions improved but country schools couldn't compete with urban schools that had more money and supplies. One- room schoolhouses were still in operation into the 1960s. But Iowans said a sad farewell to rural one-room schoolhouses when they joined with high-school districts and closed their doors by 1967.

Consolidating One-Room Schools

The movement to consolidate school districts was the beginning of the end for Iowa's one-room schools. Consolidation meant that all the school districts in certain areas would close their one-room schools and students would attend one centrally located school. In 1895, Iowa had almost 14,000 one-room schools—the largest number in the nation. Many educators and politicians thought these schools were behind the times. They believed country kids would benefit from larger schools where there were more teachers, better equipment, and where kids learned with students all their own age.

But there were problems with consolidation. It required transportation to collect students from widespread farms and take them to school. Horse-drawn school buses, called hacks, moved slowly, and many parents didn't want their children to travel so far, leaving home before sunup and returning after dark. On days when rain turned dirt roads into seas of mud, hacks couldn't risk getting stuck in the mud to pick up all rural students.

Rural parents believed students would receive less personal attention in the large classrooms of a consolidated school than they did in the one-room schools. Kids in one-room schools often went to school with their brothers and sisters and they learned from each other, as well as the teacher. The rural schoolhouse was an extension of the family and the glue that held a community together. Parents didn't want that to change.

For some time, rural communities succeeded in keeping their one-room schools, and consolidation moved slowly in Iowa. In 1913, to encourage rural districts to consolidate, the state offered between $500 and $750 a year to any school that offered vocational and industrial courses. One-room schools were too small and poorly equipped to offer these classes, and the extra money went to the consolidated schools.

In 1919, the legislature passed a law ordering schools with fewer than ten students to close. By 1921, there were more than 400 consolidated schools compared to four in 1904. The 1920s farm depression and the Great Depression stalled school consolidation for almost thirty years.

After WWII the state government gave schools more money for rural school-bus transportation. Faster, gasoline-powered buses replaced horse-drawn hacks and more districts decided to consolidate. In 1953, a new kind of consolidation began. Instead of consolidated districts, larger community districts were formed. Often these new districts combined two or more smaller consolidated districts. By the mid-1960s, Iowa had less than 1,000 school districts as compared to more than 4,000 ten years before.

In 1965, the legislature wrote the end of the story of the one-room school. It passed a law ordering all schools to become part of legal school districts with high schools and by July 1967 most of Iowa's one-room schools were closed. By that time, bright yellow gasoline-powered buses had become a common sight on paved and graveled roads in rural Iowa, transporting children to and from their school and community.

Procedure:

At some point in this lesson be sure to discuss the issue of consolidation and why all one-room public schools in Iowa are out of commission. Raise the questions of how the consolidation issue is still controversial.

1. **Day one:** Using the Compare-Contrast chart (individual charts for children and a transparency or newsprint chart for the teacher), have children as a group describe the characteristics of their school. They may add characteristics to those suggested. Complete the "Our School" column. Make a large classroom chart as kids are making their own individual ones.

Provide background information on country schools (see resource material). Present the reading list to students, asking them to choose one selection. It may be something that they have already read (e.g. a chapter from a book). Instruct them to read the selection taking note of the characteristics of the country school and the activities of the teacher and children described.

Ask a local photo shop to donate three disposable cameras and film processing. Divide kids up in groups and then have them photograph their school. Put these photos on the big classroom chart.

2. **Day two:** Ask small groups of children to describe their reading selections. Continuing in small groups, children will list the country school characteristics as described in their readings using the "Country School" column of their individual charts.

Coming together as a class, let the kids fill out the big classroom chart. When discussing characteristics of one-room schools show pictures from books or magazines. As each characteristic is completed, children should compare or contrast that list in the "Our School" and "Country School" columns.

3. **Day three:** As a review and referring to the Compare-Contrast charts, ask students to discuss how their class and school would be different if it were a one-room country school. What would need to be changed if their class and school were a country school. How would their school day and school activities differ? Throughout the discussion, create a list of the items, routine, and activities that would need to be changed if their class were a country school. For example, instead of pencils, pens, markers, or crayons, what would they

continued

use? What would they do at recess? How would they be transported to school? Where and what would they eat for lunch? The result of the discussion should be what would have to be changed in their classroom, school, and routine if it were a country school.

Explain that they will recreate a country school in their classroom for a school day. Using the list, planning committees will be formed. One group would plan for the rearrangement of the class furniture. Another group may plan for instructional materials. Another group may plan for recess activities, and so on.

4. **Day four:** Planning committees will meet to identify changes, process (e.g. how and where will we move the furniture?), how to communicate needs to other students (e.g. what would country school students wear? What would they bring for lunch?), material needs, and so on.

5. Country Day School Minus One: The afternoon prior to Country School Day is used to prepare the classroom and materials for the next day. Student committees will carry out the activities for which they planned.

6. Country School Day: On the designated day, students will be country school students from the minute they arrive at school. Lessons can be conducted using simulated country school materials. Wood or coal can be carried in from the outside with students designated for stoking the "stove." A restroom some distance from the classroom may be designated as the outhouse or privy. Lunch and recess will simulate the food and play of country school students. Parents and friends can be invited to participate or observe a typical school activity (e.g. games, spelling bee, ciphering bee).

If the country school day is more than the teacher wants to tackle, an alternative activity might be to have students research the games played in one-room schools, and have the kids play them at recess or in gym class (see The Goldfinch vol. 16, no. 4, page 27).

7. **Day Five:** Using the Compare and Contrast chart, discuss with the students their experiences. Were they as expected? Is there additional information to add to the chart? Was any information incorrect? As a culminating activity, have students write and /or illustrate "A Day at School" from a first-person perspective. Kids can write a poem, short play or fiction piece (see The Goldfinch vol. 16, no. 4, pages 21-25).

Assessment of Outcomes:

Students' abilities to compare and contrast will be demonstrated through: completion of accurate planning and implementation of committee work, completion of accurate and complete charts, the accuracy of "A Day at School" writing and/or illustration assignment.

Extensions and Adaptations:

As a preparatory activity to supplement activity, a speaker may be invited to sha a one-room country school.

Memorabilia from one-room schools may be displayed in the classroom. Student desks, quill pens and ink holders, slates, McGuffey Readers, lunch pails, school bells, are some of the items that are commonly available. Check with your community's county or local historical organizations to see if they have samples of these objects you could use. Perhaps a guest speaker could bring some personal belongings he or she used when attending a one-room school.

There are many one-room schools open to the public. A visit to a one-room school may be substituted for the project of recreating the one-room school in the classroom.

Some discussion or activities should center on groups like the Amish that still go to one-room schools today (see *The Goldfinch* 16 (Summer 1994): 7). In addition, discuss what early education was like for Native Americans and African Americans (*The Goldfinch* 16 (Summer 1994): 5-7).

Resources:

Bob Artley. *A Country School: Marion No. 7.* Ames: Iowa State University Press, 1989.

Bob Artley. *Memories of a Former Kid.* Ames: Iowa State University Press, 1978. ("School," pp.70-74).

Arnold Cooper. "A Stony Road: Black Education in Iowa, 1983-1860." *The Annals of Iowa* 48 (Winter/Spring 1986).

B.H. Falk and N.D. Huber. *Country School Memories.* White Bear Lake, MN: Stanton Publication Services, Inc., 1986.

L.E. Fisher. *The Schools.* New York: Holiday House, 1983, pp. 29-51.

Carl Hamilton. *In No Time at All.* Ames: Iowa State University Press, 1974 (Part Six).

R. Hausherr. *The One-room School at Squabble Hollow.* New York: Four Winds Press, 1988.

James Hearst. *Time Like a Furrow.* Iowa City: Iowa State Historical Department, 1981. ("Country School," pp.137-151).

Bobbie Kalman. *A One-Room School.* Crabtree Publishing Co., 1994.

Dorothy Schwieder, Thomas Morain, and Lynn Nielsen. *Iowa: Past to Present, The People and the Prairie.* Ames: Iowa State University Press, 1989. (Chapter 10, pp. 147-161).

Laura Ingalls Wilder. *Farmer Boy*. New York: Harper and Brothers, 1943. (Chapter 1: "School Days").

Laura Ingalls Wilder. *These Happy Golden Years*. New York: Harper and Brothers, 1943.

Laura Ingalls Wilder. *Little Town on the Prairie*. New York: Harper Brothers, 1953. (Chapter 18: "Literaries"; Chapter 19: "The Whirl of Gaiety").

Laura Ingalls Wilder. *On the Banks of Plum Creek*. New York: Harper Brothers, 1937. (Chapter 20: "School").

Laura Ingalls Wilder. *The Long Winter*. New York: Harper and Brothers Publishers, 1940. (Chapter 9: "Cap Garland").

Little Red Schoolhouse: A Guide for Teachers, Cedar Falls Historical Society.

"Living History Farms School: A Guide for Teachers."

Iowa Country School. 1978. (Film available from Area Education Agencies).

One-Room School (Videotape available from University of Northern Iowa Marshall Center School).

The Country School, Iowa Heritage Series, Iowa Public Broadcasting Network, 1977.

McGuffey Readers

"One-Room Schools in Iowa." *The Goldfinch* 16 (Fall 1994).

"Going to School in Iowa." *The Goldfinch* 2 (April 1981).

"An Acre of Hill." *The Palimpsest* 68 (Spring 1987): 22. (Photo essay about southwestern rural school.)

A School Day to Remember

by Amy Ruth

"History, money, school," eleven-year-old Lee Bailey muttered to herself. "Hmmm." She sat cross-legged on a window seat in her family's rural home as the dark Iowa morning began to wake up.

Although it was late September, the air was sticky and hot, and Lee couldn't sleep. The cows were also wide awake. Lee heard them mooing in the barn. She crawled down from the window seat and wandered outside to milk them.

"I've got to come up with an idea for my Fundraising Day booth," she said aloud as she made her way to the barn. "I'll never help buy a new flag for the school if my imagination keeps shutting off like this."

She pushed open the barn door and was surprised to see Great-Grandma Martha. "Granny!" Lee said, startled, "what are you doing up so early?"

Granny picked up a bucket and walked over to the cows who were so happy to see her they swished their tails in greeting. "I should ask you the same thing, Lee. A growing girl needs her sleep, you know. I've had more than my share in the last 85 years."

Lee sank into a pile of hay and watched Granny's hands move up and down, filling the bucket with warm milk. Lee's family didn't farm for a living, but Granny preferred fresh milk so she kept two cows in the barn.

"What's the trouble, dear?" Granny asked over her shoulder.

Art by Mary Moye-Rowley

"I don't know what to do for my fundraising booth at school," she answered, digging herself deeper into the hay. "My social studies teacher, Ms. Purnell, said it'll give us a chance to explore history, politics, or art. Plus we'll raise money for a new flag."

Granny thought for a moment. "You need to do something ordinary, but with a twist," she said with a smile. "Like a memory booth."

"A what?"

"You know," said Granny, sliding over to a restless Mabel, "like a kissing booth. People give a dollar, but instead of a kiss, they get a memory — a story from the olden days."

Lee nodded silently, her eyes and imagination flashing. "That would work, Granny, but what'll we do about memories?"

"We'll use my memories," replied Granny. "I was a country teacher back in the 1920s and 1930s. Spent two years teaching down the road at the Center School. I was only eighteen when I started there in 1927. I could spin many a tale about those days!"

"Oh, Granny! What a cool idea! There's only one catch — Fundraising Day is Monday."

Granny laughed as she stood up and started back to the house. "That's okay little Lee. I've had plenty of things sneak up on me in my time," she said, pulling the barn door closed behind them. "By Monday morning, I'll churn out stories like my mamma used to churn out butter."

On Monday, Lee introduced all the stories with a history of Granny's life and passed around photographs of Granny as a young teacher. Parents, teachers, and students gathered around Lee's booth and paid a dollar to hear Great-Grandma Martha's stories — like the time a spring tornado almost blew away the Center School during Granny's first year of teaching.

"It was an ordinary spring day," began Granny from behind the booth. "After a long morning of recitation my students were restless, and I let them out a bit early for recess. They scampered down the schoolhouse steps to play **Fox and Geese** in the schoolyard. I sat at my desk and graded homework assignments. Not ten minutes into recess, rain began pouring from the sky. It was as if someone was emptying a giant pitcher of water onto the schoolhouse. . . ."

* * *

"Hurry, children," eighteen-year-old Martha yelled over the howling wind. "Hurry before the rain gets you!" Martha watched the rolling clouds above her as the students scampered into the dry schoolhouse.

"Children," she told them in a stern voice, "take off your wet shoes and wraps here in the entryway. Then choose books from the library shelf and read quietly at your seats. Ben," she concluded, beckoning to twelve-year-old Benjamin Martin, the oldest student, "you come with me."

The children did as they were told, happy to be excused from arithmetic and geography lessons. Martha and Ben went back outside where the wind snapped treetops like they were toothpicks.

"Is everything all right, Miss Reed?" Ben asked.

Fox and Geese —
chase-and-tag game
popular at country schools

"I'm not sure, Ben," replied Martha as she wrapped her sweater tightly around her. "There's an awful storm coming. See those clouds?" she said, pointing to dark clouds moving across the sky. "They look like the beginning of a tornado."

Ben knew how dangerous tornadoes were. If he was at home he'd rush to the cellar with his family. But there was no cellar in the schoolhouse and the closest farm was almost two miles away. "What are we going to do?" he asked, trying to keep his voice from shaking.

"That's what I wanted to speak to you about, away from the other children," Martha said. "They'll be scared if a tornado hits. I need your help to keep them calm. We'll go back inside and you'll all sit under your desks. I'll think of a game to keep their minds off the storm."

The two went back into the schoolhouse and bolted the door behind them. Ben took his seat at the back of the room and Martha did her best to appear cheerful.

"Children," she said enthusiastically, "how about a game?" Cheers of agreement rang out in the schoolroom. "Let's pretend we're pioneers who settled Iowa more than seventy-five years ago. The desks will be our wagons. We've finished driving for the day, and it's time to settle in for the evening. At the count of three, everyone under your desks! One! Two! Three!"

In three seconds, the children had settled in. "Good," Martha said. "Now, how about a song?"

Eight-year-old Melissa Reece stuck her hand out from under her desk in the center row. "What about *I've Been Working on the Railroad?*" she asked.

"A fine song," agreed Martha, and started to sing, "I've been working on the railroad, all the live-long day, I've been working on the railroad just to pass the time away. . . ." The children jumped in, their voices drowning out the raging winds.

While they were singing, Martha gathered up the children's damp jackets, coats, and sweaters. "Oh, no!" she exclaimed passing out the wraps. "It's started to rain on the prairie. You'll need to cover yourselves." The children wrapped themselves in their pretend blankets and finished singing.

"I don't know about you," continued Martha from the platform at the head of the schoolroom, "but I think after a long drive, I'd be hungry. Let's rummage through our food supplies and see what there is to eat. Anyone find anything?"

"I did, I did," yelled six-year-old Charles Macintosh from his desk in the front row, "Flapjacks!" The children laughed. "With maple syrup!" he added. "No! No!" yelled an older boy from the back of the room. "Pioneers ate beef jerky and biscuits. When they ran out of food, they ate grasshoppers!"

"Ugh! Oooh!" squealed the younger children, horrified at the thought of eating insects.

Without warning the howling wind swirled furiously around the tiny schoolhouse and touched down under the east windows. The children stopped talking and listened closely. "Tornado!" someone yelled.

"Everyone bury your faces in your coats and stay under your desks!" yelled Martha, her voice straining to be heard above the wind. "Don't look up!"

As they huddled under their desks, windows started breaking and glass blew into the schoolroom.

Martha ran to an empty seat in the middle row, stretching her sweater over her head to protect her face. "It's going to be all right, children!" she shouted, ducking under the desk. "Just stay put!"

From the back of the room, Ben's voice yelled out, "Everybody sing. . . . I've been working on the railroad all the live long day. . . . " The frightened children sang as glass, books, and pencils flew across the room. In the entryway, the wind tossed lunch pails into the air like they were nickels. Homework assignments flew around the front of the room, and the brand new maps banged against the blackboard.

A few moments later, the wind stopped, dropping the final books and pencils to the floor before blowing out the broken windows. "Stay where you are, children," commanded Martha, slowly raising her head, "it's not safe yet."

Glass fell from her dress and hair as she climbed out from under the desk and stood up. "I'm going to look outside," she said. "Nobody move."

Picking her way over broken glass, Martha walked to the entryway. Unbolting the door, she heard a loud knock. She opened the door to find a man, his clothes wrinkled by the wind and wet from the rain, standing on the steps and carrying a black leather bag.

He tipped his dripping hat. "Ma'am," he said politely. "I was just passing by as the storm struck. I took shelter in the ditch behind the school." He stepped into the schoolroom and whistled, a quick, sharp sound. "Looks like you could use a hand," he said, grabbing the broom from the corner. . . .

". . . And after he swept up the glass, he checked the children for cuts and bruises and found everyone fit as a fiddle," concluded Granny, as her listeners sighed in relief. "Then he helped straighten the schoolroom. When we finished, he disappeared as quickly as he had arrived."

That night after supper, Lee knocked quietly on Granny's bedroom door.

"Come in," Granny said softly.

Lee opened the door quietly and sat on the bed. "Thanks for today, Granny! Ms. Purnell says we made a lot of money — maybe enough for a new flag. You were awesome!"

Granny smiled from the pillows. "I suspect I was. But so were you. You helped keep my stories alive. Now a lot of people know what life could be like in a one-room country school."

Lee thought for a minute. "I never thought about it that way," she said as her imagination started churning again. "But you're right, Granny! I've got to write your stories down. And we'll make copies for Dad and Mom and the cousins and aunts, and. . . ."

Granny raised a tired hand. "Slow down! There's time for that tomorrow!"

Lee smiled in agreement and gave Granny a hug. "Good night," she said.

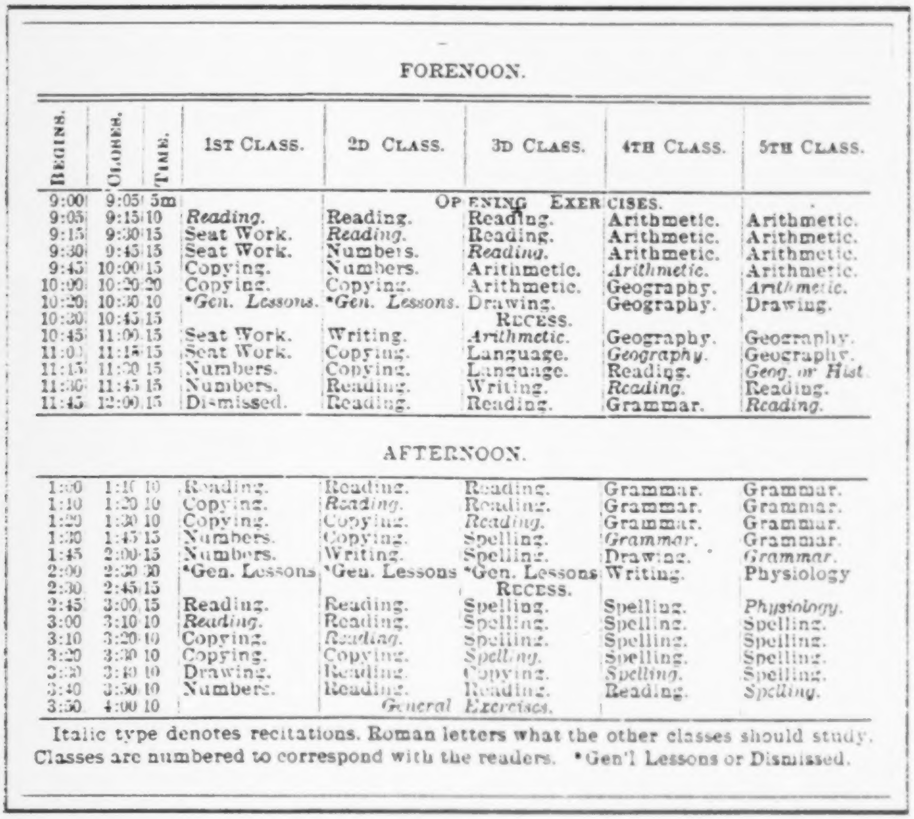
"Good night, little Lee," yawned Granny.

Lee paused at the bedroom door. "Granny, what happened to the man who helped you and your students in the tornado?"

Granny laughed gently. "He was the new general store clerk who was studying medicine. He was also your Great-Grandpa James."

"I thought so," replied Lee with a wink as she switched off the light and closed the door softly behind her.

A Sample Day in a One Room School



FORENOON.

BEGINS.	CLOSES.	TIME.	1ST CLASS.	2D CLASS.	3D CLASS.	4TH CLASS.	5TH CLASS.
9:00	9:05	5m	OPENING EXERCISES.				
9:05	9:15	10	*Reading.*	Reading.	Reading.	Arithmetic.	Arithmetic.
9:15	9:30	15	Seat Work.	*Reading.*	Reading.	Arithmetic.	Arithmetic.
9:30	9:45	15	Seat Work.	Numbers.	*Reading.*	Arithmetic.	Arithmetic.
9:45	10:00	15	Copying.	Numbers.	Arithmetic.	*Arithmetic.*	Arithmetic.
10:00	10:20	20	Copying.	Copying.	Arithmetic.	Geography.	*Arithmetic.*
10:20	10:30	10	**Gen. Lessons.*	**Gen. Lessons.*	Drawing.	Geography.	Drawing.
10:30	10:45	15	RECESS.				
10:45	11:00	15	Seat Work.	Writing.	*Arithmetic.*	Geography.	Geography.
11:00	11:15	15	Seat Work.	Copying.	Language.	*Geography.*	Geography.
11:15	11:30	15	Numbers.	Copying.	Language.	Reading.	*Geog. or Hist.*
11:30	11:45	15	Numbers.	Reading.	Writing.	*Reading.*	Reading.
11:45	12:00	15	Dismissed.	Reading.	Reading.	Grammar.	*Reading.*

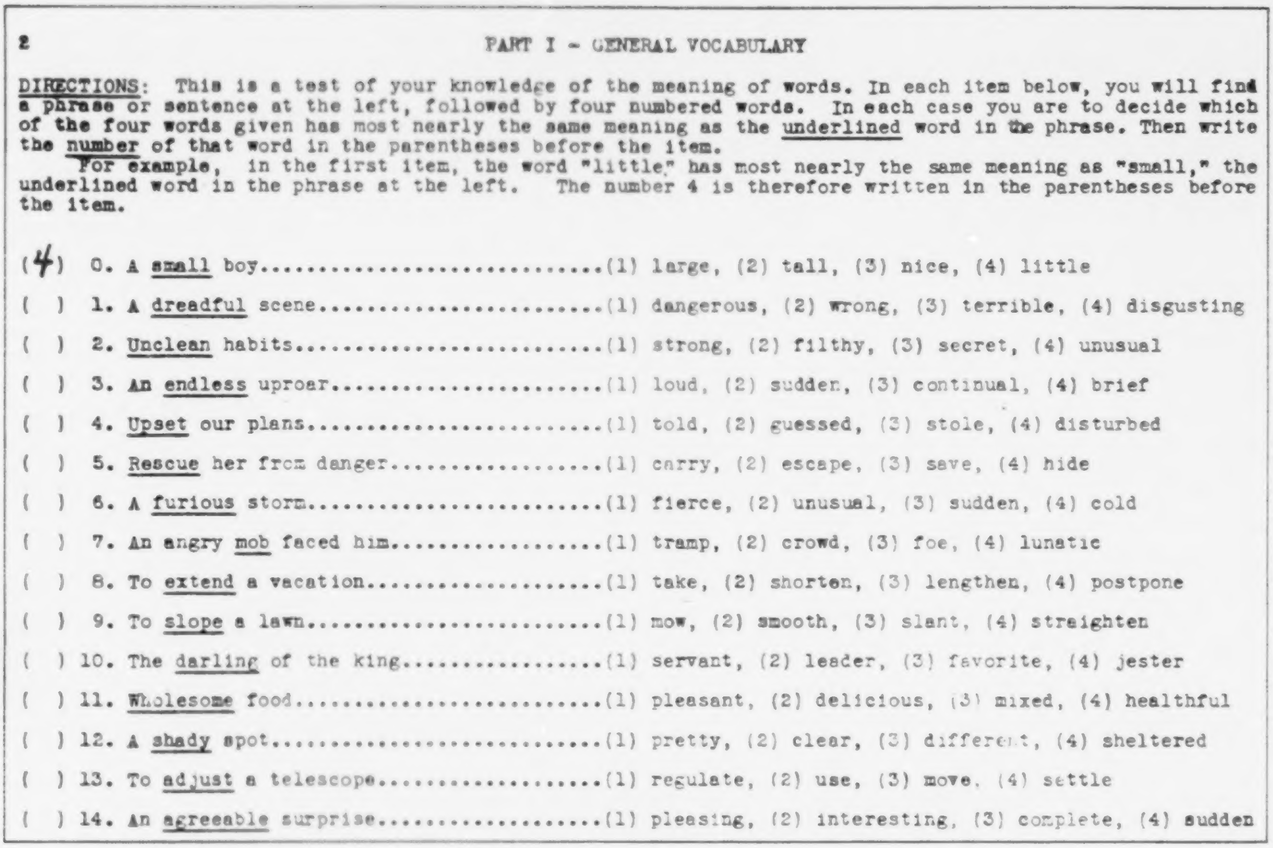
AFTERNOON.

BEGINS.	CLOSES.	TIME.	1ST CLASS.	2D CLASS.	3D CLASS.	4TH CLASS.	5TH CLASS.
1:00	1:10	10	Reading.	Reading.	Reading.	Grammar.	Grammar.
1:10	1:20	10	Copying.	*Reading.*	Reading.	Grammar.	Grammar.
1:20	1:30	10	Copying.	Copying.	*Reading.*	Grammar.	Grammar.
1:30	1:45	15	Numbers.	Copying.	Spelling.	*Grammar.*	Grammar.
1:45	2:00	15	Numbers.	Writing.	Spelling.	Drawing.	*Grammar.*
2:00	2:30	30	*Gen. Lessons	*Gen. Lessons	*Gen. Lessons	Writing.	Physiology
2:30	2:45	15	RECESS.				
2:45	3:00	15	Reading.	Reading.	Spelling.	Spelling.	*Physiology.*
3:00	3:10	10	*Reading.*	Reading.	Spelling.	Spelling.	Spelling.
3:10	3:20	10	Copying.	*Reading.*	Spelling.	Spelling.	Spelling.
3:20	3:30	10	Copying.	Copying.	*Spelling.*	Spelling.	Spelling.
3:30	3:40	10	Drawing.	Reading.	Copying.	*Spelling.*	Spelling.
3:40	3:50	10	Numbers.	Reading.	Reading.	Reading.	*Spelling.*
3:50	4:00	10	*General Exercises.*				

Italic type denotes recitations. Roman letters what the other classes should study.
Classes are numbered to correspond with the readers. *Gen'l Lessons or Dismissed.

Handbook for Iowa Teachers, 1890

Iowa Testing Programs



2

PART I - GENERAL VOCABULARY

DIRECTIONS: This is a test of your knowledge of the meaning of words. In each item below, you will find a phrase or sentence at the left, followed by four numbered words. In each case you are to decide which of the four words given has most nearly the same meaning as the underlined word in the phrase. Then write the number of that word in the parentheses before the item.

For example, in the first item, the word "little" has most nearly the same meaning as "small," the underlined word in the phrase at the left. The number 4 is therefore written in the parentheses before the item.

(4) 0. A small boy..............................(1) large, (2) tall, (3) nice, (4) little

( ) 1. A dreadful scene..........................(1) dangerous, (2) wrong, (3) terrible, (4) disgusting

( ) 2. Unclean habits............................(1) strong, (2) filthy, (3) secret, (4) unusual

( ) 3. An endless uproar.........................(1) loud, (2) sudden, (3) continual, (4) brief

( ) 4. Upset our plans...........................(1) told, (2) guessed, (3) stole, (4) disturbed

( ) 5. Rescue her from danger....................(1) carry, (2) escape, (3) save, (4) hide

( ) 6. A furious storm...........................(1) fierce, (2) unusual, (3) sudden, (4) cold

( ) 7. An angry mob faced him....................(1) tramp, (2) crowd, (3) foe, (4) lunatic

( ) 8. To extend a vacation......................(1) take, (2) shorten, (3) lengthen, (4) postpone

( ) 9. To slope a lawn...........................(1) mow, (2) smooth, (3) slant, (4) straighten

( ) 10. The darling of the king..................(1) servant, (2) leader, (3) favorite, (4) jester

( ) 11. Wholesome food...........................(1) pleasant, (2) delicious, (3) mixed, (4) healthful

( ) 12. A shady spot.............................(1) pretty, (2) clear, (3) different, (4) sheltered

( ) 13. To adjust a telescope....................(1) regulate, (2) use, (3) move, (4) settle

( ) 14. An agreeable surprise....................(1) pleasing, (2) interesting, (3) complete, (4) sudden

All those Tests!

Tests are a part of school. Whether we like them or not, they are one way teachers can learn where a student's strengths and weaknesses are. It helps teachers do their job better. There is a special test that most Iowa school children take every year – the Iowa Tests of Basic Skills.

It all began in 1929 as a contest for high school students called the Iowa Academic Meet. The tests for the meet were written by educators at the University of Iowa. First, tests were given in the spring in high schools that chose to take part. They were scored at the schools, and the results were sent to the University. Then, the top-scoring students in each subject went to the University at Iowa City for final tests. Finally, the top ten students in each subject received medals at a banquet.

Teachers were sometimes amazed when they saw the results of the test – some of the top students on the test had been thought lazy or unpromising, and they had been getting poor grades. Once these students had shown their ability their grades often improved quite suddenly!

In 1935, a new test program – the Iowa Tests of Basic Skills – began for grades six through eight. This was not begun as a contest. The purpose was (as it really had been for the high school test) to help teachers know where students were doing well and where they might need help. The tests were very successful and in 1940 they were sold throughout the nation. From that time on, the Iowa Tests of Basic Skills have remained a useful tool to measure learning progress. The test on this page is the vocabulary test from the 1935 Iowa Tests of Basic Skills given to the fifth, sixth, and seventh grades. It was scored by the teacher. It looks very different from today's tests that are scored by an electronic machine that can "read" 40,000 sheets per hour.

Story and photos by Millie K. Frese

Learning the old-fashioned way

A fire crackled in the wood-burning stove, nibbling away at the chill of a rainy, April 1994 morning. Mistress Hansen, the **schoolmarm**, tugged on a rope attached to the schoolhouse bell on the roof. The chimes brought students scrambling toward the schoolhouse and up the muddy path — a path that took them back almost 120 years during their visit to Urbandale's Living History Farms.

"It is April 12, 1875," Mistress Hansen announced. "Boys in one line, girls in another.

"Ulysses S. Grant is our president," she continued in a stern voice. "Cyrus C. Carpenter is Iowa's governor, and there are thirty-seven s[illegible]n the nation."

Thirteen fifth and sixth graders from Sister Justine Denning's class at St. Mary's Catholic School in Centerville followed in two lines behind Mistress Hansen. They walked through an entryway lined with pegs for coats and caps, and into their classroom for the day — Living History Farm's one-room schoolhouse.

Feet shuffled across wooden floorboards as boys moved toward desks on the left side of the room, and girls took their places on the right.

"There are three rules for conduct in my classroom," Mistress Hansen said. "Sit up straight. Be quiet. Stand to recite." In 1875, there were stiff penalties for misbehavior. Some schools were so strict, they didn't allow students to smile.

"In 1875, children brought their own books to school," said Mistress Hansen.

Before settling into their studies, students stood and faced the flag. Mistress Hansen led the class in a verse of "My Country 'Tis of Thee" and then directed them to their studies.

First, they practiced penmanship.

"Pupils were not allowed to be left-handed in 1875," Mistress Hansen cautioned. "A child's left hand might be tied behind his or her back or slapped with the **ferule** if caught

schoolmarm — old-fashioned name for unmarried, female schoolteacher

ferule — flat piece of wood used for punishment using it during penmanship."

The room fell silent, except for the faint clicking of slate pencils.

Although paper was available in 1875, Mistress Hansen explained, it was very expensive. Only perfect work was copied from slates to paper.

The next subject in the Centerville students' school day was Elocution and Articulation.

"It means how well you talk," Mistress Hansen explained. With **McGuffey's Readers** in hand, students took turns standing to recite.

"Reading skills were very important because there were no movies, TVs, or radios in homes," Mistress Hansen explained.

The Centerville students also tackled arithmetic — 1875-style! Story problems challenged them to develop math skills necessary for everyday life.

"Ladies, at home you help feed chickens and collect eggs," Mistress Hansen began. "Today, you have two dozen eggs to sell to the local store at twelve cents a dozen. You also have three pounds of butter to sell at three cents a pound. Your mother wants you to buy five pounds of sugar, which costs ten cents more. How much will you have left?

"Gentleman," she continued, "you help your fathers in stores or out in the fields. You must be able to figure out how much seed to buy, how to sell crops or livestock."

Students solved the rest of Mistress Hansen's story problems. At recess they played Hide the Thimble, a rainy-day game where one student hid the thimble somewhere in the classroom, then watched as the others hunted for it.

Geography lessons, an Iowa history quiz, and a spelling bee followed recess. All too soon, 1994 crept back into the schoolhouse and Sister Denning's class returned to the twentieth century.

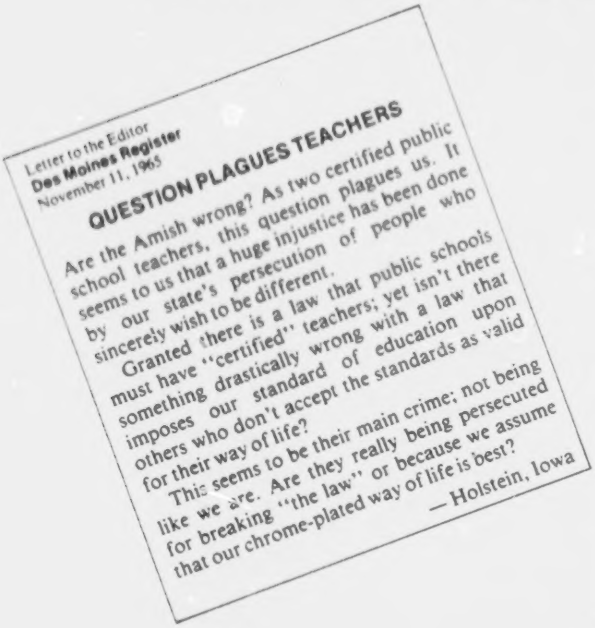
Paper and books are readily available in schools today — along with computers and other gadgets that pupils in 1875 never imagined. American schools today have more than one classroom, and each grade has its own teacher.

Despite these differences, eleven-year-old John Maletta didn't think the work in 1875 was more difficult. He's used to tough assignments.

"Sister Denning works us hard!" he said. Perhaps some things never change. ♥

McGuffey's Readers —1800s
and early 1900s textboobks

Schools for Amish Children



Letter to the Editor
Des Moines Register
November 11, 1965

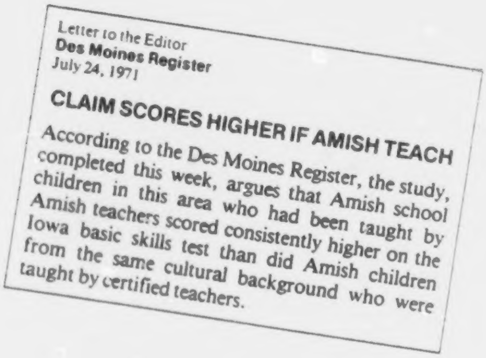
QUESTION PLAGUES TEACHERS

Are the Amish wrong? As two certified public school teachers, this question plagues us. It seems to us that a huge injustice has been done by our state's persecution of people who sincerely wish to be different.

Granted there is a law that public schools must have "certified" teachers; yet isn't there something drastically wrong with a law that imposes our standard of education upon others who don't accept the standards as valid for their way of life?

This seems to be their main crime; not being like we are. Are they really being persecuted for breaking "the law" or because we assume that our chrome-plated way of life is best?

— Holstein, Iowa



Letter to the Editor
Des Moines Register
July 24, 1971

CLAIM SCORES HIGHER IF AMISH TEACH

According to the Des Moines Register, the study, completed this week, argues that Amish school children in this area who had been taught by Amish teachers scored consistently higher on the Iowa basic skills test than did Amish children from the same cultural background who were taught by certified teachers.

> "I will always believe that Iowa and America are big enough in space and spirit to provide a kindly place for all good people regardless of race, creed, or custom. One of the most precious parts of the American heritage has been our willingness as a people to lean over backwards to assure minority groups freedom of belief. It is a tradition worth preserving."
>
> — Governor Harold Hughes, 1966.

In 1728 the first group of Amish crossed the Atlantic and arrived in the New World to practice freely their religious way of life. The Amish were mainly farmers, and as the United States grew westward, groups of Amish people migrated to the farming lands of Iowa.

Most Amish believe that farming is the simplest and best way of life. They use old farming methods. "A tractor gets the work done more quickly, but horses and the love of hard work keeps us nearer to God," one man declared. Clothing and homes are kept as plain as possible. Decoration of any kind is avoided. The Amish discourage knowledge of the world outside their settlement.

To teach their children this way of life the Amish have their own schools. Amish teachers teach reading, writing, and arithmetic. At home children learn farming, cooking, sewing, and gardening.

In Iowa there have been arguments about the Amish kind of schooling. The State of Iowa is responsible for the education of Iowa children. The State law says that school teachers must be certified. Often, Amish schools are taught by young girls with only an elementary school education. In 1965, officials closed an Amish school because the teacher was uncertified. The parents were told they must send their children to public school. When they refused, heavy fines were demanded. All over the state, people talked about the Amish school issue. They wrote letters to the editor in the newspapers. The governor made his views known.

The Amish based their right to have separate schools on the First Amendment to the United States Constitution. However, the State said these schools were below standard. The Iowa General Assembly debated the school issue. They decided to amend the education Code of Iowa so that the Amish could educate their own children but must request permission each year to open their schools. The schools would be inspected every year before they could open. Permission was granted every year until 1971, when the State Board of Public Instruction denied the Amish request. Once again, Amish parents refused to send their children to public schools. Finally, in another vote, the Board decided in favor of opening the schools. But each year, the Amish must request permission to continue the education of their children in the way they believe is right.

Phoebe W. Sudlow

Phoebe Sudlow had taught in public schools for twelve years. Because she was a good teacher, the city school superintendent asked her to come to Davenport. So, in 1858, Phoebe Sudlow left a rural school in Scott County and began teaching in the city. In only three years she was appointed principal. The Civil War had just begun. Many men, including teachers, were leaving to join the army and women were hired to fill the jobs they left when they went to war. In fact, after the Civil War, there never again were more men teachers than women.

Before Phoebe Sudlow accepted the job of principal, she told the board of education that she expected to receive the same salary that would be given to a man. She refused to consider working for less. The board had to think it over. Women teachers had always been paid much less than men, but the board had never hired a woman to be principal before! Finally, the school board agreed to her request. Still, women teachers continued to receive less money than men.

Miss Sudlow next became the principal of the Training School for Teachers. Then, in 1874 she was chosen Davenport Superintendent of Schools. This made her the first woman superintendent of public schools in the United States.

Phoebe Sudlow proved that a woman could do a good job as a teacher, principal, or superintendent. Although she continued to work very hard for equal salaries for teachers, she did not live to see her hope come true. This did not happen until the 1960s.

The people of Davenport did not forget Phoebe Sudlow. They named a school for her — a reminder of the outstanding teacher who became the first woman superintendent of schools in the United States.

Sense of Place: Our School—
Our Sense of Place

- Grade Level: **High school speech class**

- Class Periods : **9 weeks—1 semester**

Goals/Objectives/Student Outcomes:

- **The goal of this project is to involve the school and the community in the production and presentation of a historical look at the Okoboji Schools.**

Students will:

- **Learn to work cooperatively and to respect each others' abilities. Working together in small groups will encourage students to feel more involved in the classroom community and less threatened by group interaction.**

- **Work with members of the community to develop a better understanding of the past and present.**

- **Be responsible for determining the scope of the project and for solving the problems that arise.**

- **Practice interviewing, writing, research, speaking, and presentation skills through speeches and videotaped comments.**

- **Become more familiar with technology through use of computer and video equipment.**

Materials:

1. Video camera and equipment

2. Old yearbooks, photographs

3. Computers

4. Video editing equipment

Background:

The students' sense of place is developed not only through researching the history of the area, but also by talking to the people who have lived through social and cultural changes.

The students are most familiar with and probably take for granted their school, a strong component of the community. In many towns the school is the center of many activities, and in the Lake Okoboji region the school has enjoyed the support of the town. In 1995 an addition to the high school was completed that almost doubled its size. This major change in the community actively involved the students. Thus viewing the town's history through changes in its schools becomes all the more meaningful.

Procedure:

1. Students explore the concept of "sense of place" through journaling and class discussion. They can consider: What gives you a sense of belonging? What feels like home? Where did you grow up? What is the meaning and significance of security? Do you have a special place?

2. Students give three speeches that further develop the concept of sense of place for them:
   - Who they are
   - A personal experience
   - A story passed down in their family

3. Students become familiar with the videotaping techniques by viewing videos and learning from a guest speaker who is experienced in the process of videotaping. They also study video technique through handouts and work with the media center director.

4. Students brainstorm and narrow down the project to a historical look at their local schools—their sense of place.

5. Students learn interviewing techniques and develop interview questions.

6. Students decide what they want to learn through their interviews and develop the questions to help them reach that goal.

7. Students collect old photos and interview community members about the history of the area.

8. Students develop a letter of explanation that is sent to selected teachers from three buildings: the elementary, middle, and high schools. They set appointments for the interviews and videotape them. At Okoboji, about 20 interviews were conducted.

9. They develop their technical abilities to create a finished video. The outline for the video might include:
   - "Our School—Our Sense of Place."
   - Video of schools with students in the halls.
   - History of each building (using old photos, interviews with community members).
   - Several questions answered by several teachers, one

question at a time.
- Sense of Place definitions given by many teachers.
- Close with students' comments.

10. The Okoboji Sense of Place video "Our School—Our Sense of Place" will be presented to the community at different functions and to organizations in the area. A one-room school house is being renovated for the celebration and our video will be shown there all summer. Interested parties may buy copies also.

Assessment of Outcomes:

Students learn:

Cooperation/teamwork skills.

Composition skills.

Technological skills involving videotaping, video editing, using video computer companion programs, laying music under video, and laying stills over video.

Interviewing techniques.

Video logging of hours of tape.

Research skills.

Storyboarding.

Problem solving skills.

In addition to the skills listed above, student outcomes also are of a much more personal nature. Everyone was surprised at the bonding and motivation that took place within the student teams. The teacher became the students' cheerleader and guide allowing the learning to be directed by the students. Their ownership of the project came through patience, time, being forced to sink or swim, learning through their mistakes. This encouraged their confidence, problem solving skills, and ability to learn something new.

Extensions and Adaptations:

Speeches next year will include family histories.

While the students a Okoboji High School have access to state of the art technology, the project also could have been done as a less professional video, a series of books, or posters.

Resources:

Community members interviewed by the students.

Ruth Aldrich, Pocahontas Librarian.

Various text and articles on interview and videotaping techniques.

PRAIRIE *voices...*

Community Development:
Investigating Local History

Grade Level **3-12**

Class Periods **4**

Goals/Objectives/Student Outcomes:

Students will investigate the development and history of their communities by using a variety of research methods.

Materials:

1. *The Goldfinch* worksheets on homes and doing local history
2. Worksheet of architectural features
3. Sources to conduct a study of historic buildings, for example, abstracts and tax records, fire maps (Sanborn Insurance Maps), city directories, town and township maps and plats, county maps and plats, old newspapers, interviews, and historic photographs

Background:

The Iowa Territory was surveyed in 1836 and two years later land offices opened in Dubuque and Burlington where land could be bought for $1.25 an acre. Once the territory was opened for settlement towns quickly grew. Early frontier towns grew for a variety of reasons, including plentiful natural resources, good transportation, and the seat of state or county governments.

Early settlers were eager to see their towns grow and tried to encourage newcomers to relocate in their communities. Stories often were published that promoted local businesses and "heroes."

Churches and schools were the centers of social life in Iowa frontier towns. Knowing that a community had a church of a particular denomination was sometimes the factor that swayed an immigrant to settle in a particular town.

Early towns in Iowa needed banks, blacksmiths, doctors, merchants, and pharmacists. Towns also needed to be easily accessible via efficient transportation.

New settlers to Iowa who came from cities were familiar with the various popular architectural styles of the 1830s and 1840s. They were eager to build homes and businesses according to these styles.

Procedures:

1. Ask students to begin by writing down what they think of when they think of their community. After a few minutes have them share what they wrote. Initiate a discussion of what they appreciate about their town and what they would like to change.
2. Plan a walking tour of your town. Before taking your students, make sure they will be able to locate the architectural features and examples of architectural styles. Have students review information in the worksheets and handouts.
3. On a map of your county locate all the towns that existed at the turn of the century. Make another map to show the towns that exist today. Ask how many of the earlier towns are missing. Ask students to speculate why the remaining towns survived.
4. Find turn-of-the-century photographs of the main shopping areas of your town. Take pictures of the same locations today. Have students make a "then and now" poster for the bulletin board.
5. Use "Homes in History," *The Goldfinch* 15 (Fall 1993) to begin an investigation of your community architecture.
6. Use "Doing Local History," *The Goldfinch* 14 (Winter 1992) to begin a study of historic buildings in your community.
7. Use "Reflections of Yesterday: Processes for Investigating Local History."

Assessment of Outcomes:

The students will discuss the discoveries they made about their community on their walking tour.

Students will develop a top ten list of unique features of their town.

Extensions and Adaptations:

1. Have students write a play about their town at the turn of the century and present it to other classes in your school.
2. Conduct research on the location of your town's buildings at the turn of the century. Construct a model of the town or a portion of it.

3. Choose a historic building in town and trace its uses back to the turn of the century. Try to find photographs, Sanborn maps, plat maps, and old newspapers to tell the story of the building. See if the building would qualify for a National Register of Historic Places designation. If so, consider having students write a nomination. National Register information can be obtained by contacting the State Historical Society in the Des Moines office.

4. Create a pictorial small town. Have students research what businesses, services, industries, professional people, and craftspeople were found in Iowa towns between 1890 and 1910. On a large piece of paper, lay out a town and locate the different businesses on it. Comment on the town being fairly self-sufficient and then have students make comparisons with today's towns and cities.

5. Many areas in the state have preserved or restored historic buildings. Check to see if there is a historic preservation organization in your town or county. Visit a nearby historic location. Contact the State Historical Society to find out what might be the closest preservation organization to you. You might want to invite a "preservationist" to your classroom to discuss why preserving old building is important and how everyone in the community—including students—can be involved.

Resources:

Main Street. Video, Iowa Heritage Series, Iowa Public Television.

Loren Horton and Ann Parks. *Guide to Architectural Details*. Technical Sheet, State Historical Society of Iowa.

"Doing Local History." *The Goldfinch* 14 (Winter 1992).

"Homes in History." *The Goldfinch* 15 (Fall 1993).

Reflections of Yesterday: Processes for Investigating Local History. Ottumwa: Iowa Department of Public Instruction and Southern Prairie Area Education Agency, 1985. (Reprinted in Section 2 of this curriculum.)

What Was on Main Street?

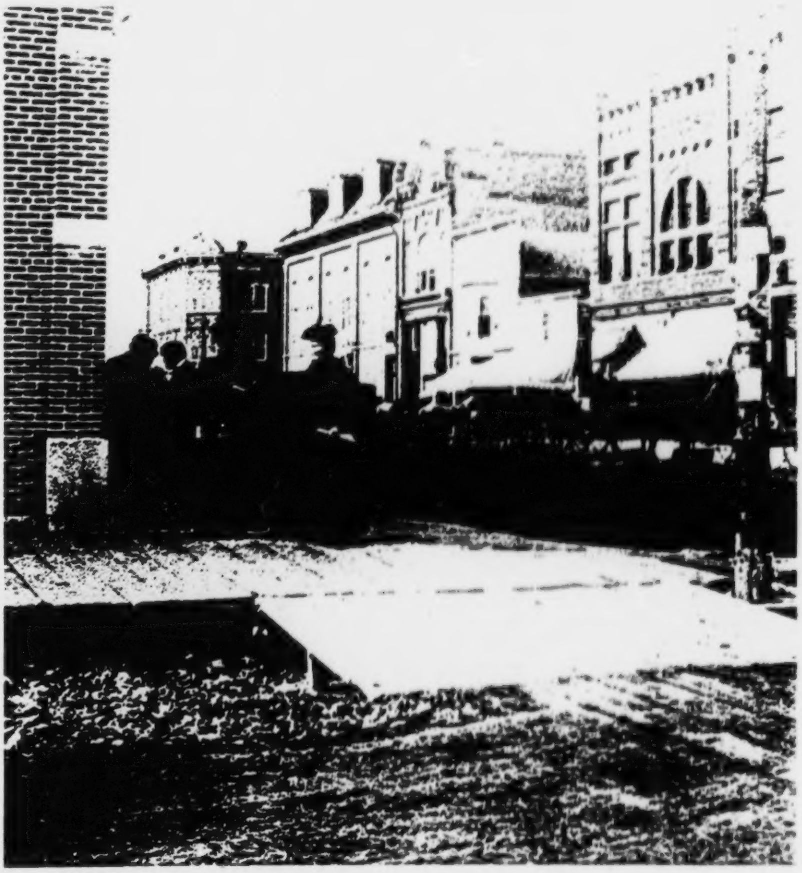
Along with the pioneer farmers who streamed westward to the rich lands of Iowa came the "town builders." They knew farming people would need a place to sell their grain and animals. There would also be things they would need to buy — plows, **kerosene**, nails, sugar, and coffee. They might need help too, with shoeing horses or repairing farm machinery and plows. So, just as soon as an area in Iowa was settled, a town grew up too, with a main street that served as a market and business center for local farm people.

Some towns lasted only a few years. For a town to grow and survive, it needed to be on a good transportation route. **Merchants** needed to have a way to ship the farm produce they bought to larger cities where it would be sold. The first towns relied on rivers and wagon roads to send and receive merchandise. When the railroad lines spread their network across Iowa in the 1870s, each little town fought to attract a railroad line. The railroad assured the growth of business and trade on which the success of the town was based.

When a town kept growing, its citizens worked to improve the shopping district. Longer-lasting brick buildings replaced the older wooden structures. Cement sidewalks replaced old wooden ones, and sometimes the main street was paved with brick. By the 1890s, towns in Iowa were busy places. They were much like other towns across the Midwest. Merchants, craftsmen, and **industrialists** produced goods and provided services for the surrounding rural area. The street bustled with activity on Saturdays, when farm families came to town for their weekly shopping trip.

Horses set the pace for most travel. People got from one place to another more slowly than we do today. They often walked several miles into town. There were many small towns dotting Iowa's countryside, spaced about twenty miles apart. This way, farm dwellers could easily make a one-day round trip by horse-drawn wagon or carriage.

Reminders of horse transportation were everywhere. Pedestrians picked their way carefully when crossing a street, to avoid horse droppings. Streets were usually unpaved and were often rutted from wagon and buggy wheels. A water pump and trough for the horses generally stood near the center of town. People tied their horses and wagons to hitching posts next to the high wooden sidewalks and



Division of the State Historical Society

MAIN STREET OF MANCHESTER, 1888.

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kerosene *n.* – a thin oil used as fuel for a lamp or stove.

merchant *n.* – a person who buys and sells goods.

industrialist *n.* – a person who owns or manages a manufacturing business.

then went about their shopping or business.

Of course, the number of stores depended on the number of people who lived in and around town, but nearly every town had a general store, a blacksmith shop, and a hotel. As a town **prospered**, **artisans** with special talents set up their businesses. Silversmiths, **coopers**, shoemakers, and photographers came to earn their living. A hardware store, saloon, barbershop, pharmacy, **millinery**, and dressmaker's shop might occupy the buildings. Larger towns might have several of each of these businesses.

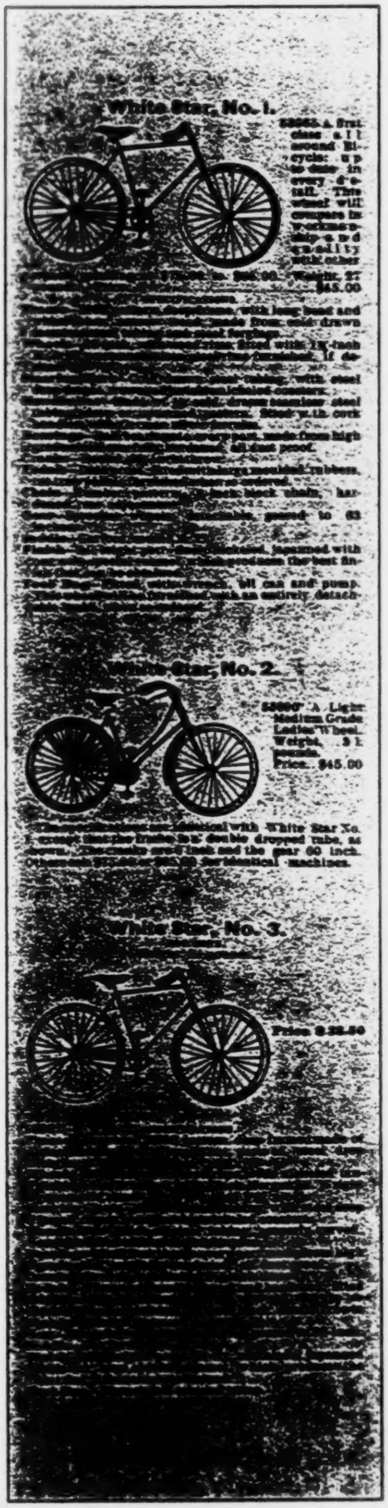
Teachers, doctors, dentists, and lawyers often made their homes in town, providing professional services to both townspeople and the surrounding dwellers. That their town would continue to grow and be successful was the hope of all who lived and worked in the community.

The same railroad transportation that helped many small towns grow, eventually helped cause their decline. Rural Iowans began to travel to larger cities, where they bought great supplies of goods to last until another big shopping trip. Or they bought from mail-order businesses that sold everything a rural family needed through a catalog. The order arrived by train at the nearest railroad station and travelled to the farm in the postal service wagon.

When people bought from an outside manufacturer, the need for certain Iowa-made products dwindled. Small industries closed down and business people without customers had to shut their doors. Some stayed in town but changed their form of work. Silversmiths became jewelers, tinsmiths became plumbers, and blacksmiths turned to farm machinery sales and repairs.

But the major reason for the disappearance of many small Iowa towns came along about 1910. At first, this noisy, four-wheeled, motor-powered carriage was more a toy or a gadget than a good way to get somewhere. But eventually more reliable, easier-to-drive automobiles and trucks were built for passenger travel and for hauling farm products. When the rutted dirt roads were smoothed and graveled, people chose to drive to a larger city or town to do business. By that time, electric street lights had taken the place of kerosene lamps or gaslights on Main Street, and people often talked to one another by telephone instead of at the livery stable or general store. Life was changing fast.

Over the years, many small towns finally died. Some were even removed from the official state map. All that remains are empty buildings with boarded windows, a silent reminder of the bustling days at the turn of the century when horses brought eager families into town to shop on Saturday.


White Star, No. 1.
$45.00
White Star, No. 2.
$45.00
White Star, No. 3.

MAIL-ORDER CATALOG, 1895.

Division of the State Historical Society

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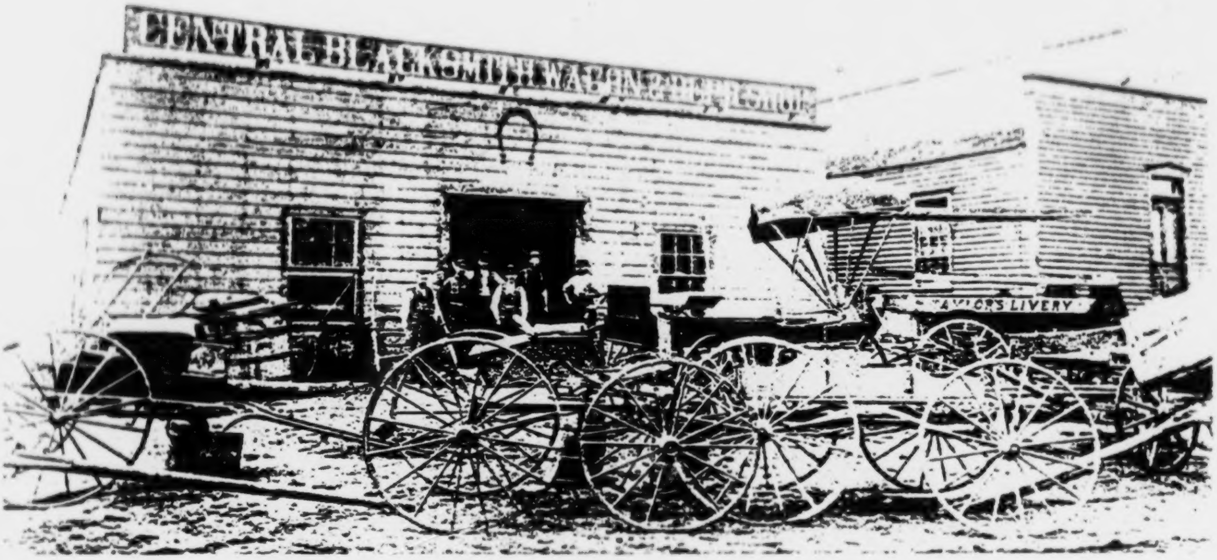
prosper *v.* – to be successful.

artisan *n.* – a person specially trained to work with his or her hands.

cooper *n.* – a person who makes or repairs barrels.

millinery *n.* – a store where women's hats are sold.

The Livery Stable and Blacksmith Shop



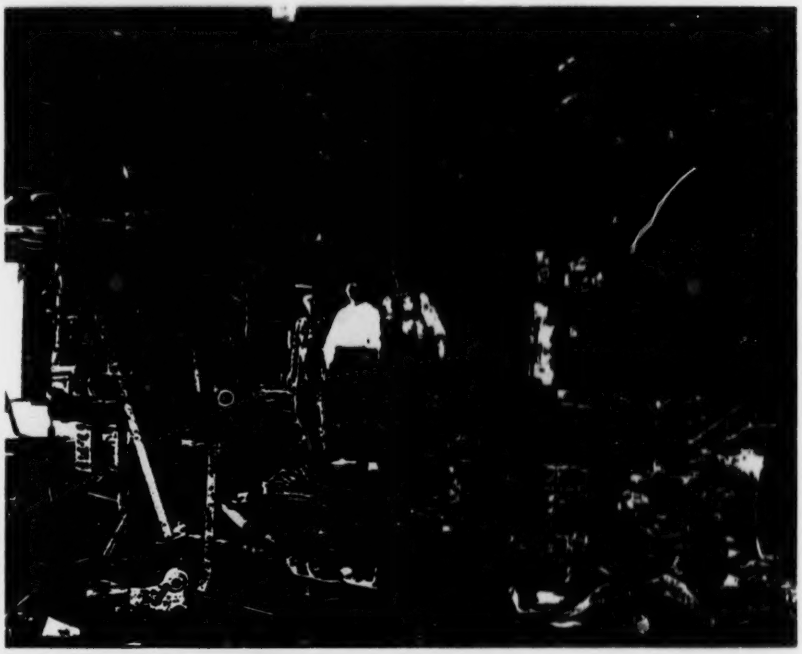
Division of the State Historical Society

CENTRAL BLACKSMITH, WAGON, & REPAIR SHOP, DES MOINES, ABOUT 1875.

At the livery stable, people who did not own a horse could rent one. Buggies, wagons, and sleighs could be rented, too. Visitors could leave their horses at the livery stable while staying in town. It was a hotel for horses where the animals were fed, watered, and provided with a stall.

Men often gathered at the livery stable to talk. It was a place where they relaxed, told stories, or exchanged information and ideas in a time when there were few, if any, telephones and no radios.

A person of great skill worked in the blacksmith shop. Blacksmiths had studied metalcraft and could shape iron into tools, horseshoes, and wagon-wheel rims. The ring of the blacksmith's hammer striking the anvil and the clop, clop of horses' shod hoofs were part of the familiar everyday sounds of a town.



Division of the State Historical Society

COLLETT SITLER'S BLACKSMITH SHOP, WELLMAN, 1905.

The Hotel

The cheerfully painted hack rumbled to a stop at the nearby train **depot**. It had come to take railway passengers visiting the town to the local hotel. Most towns, large or small, had at least one hotel. It was a place where farm people in town on business would stay. It was a public meeting place. Out-of-town travelers — theatrical groups, visiting baseball teams, and salesmen — shared jokes and stories of their travels with townspeople. In the summer they sat comfortably on the long hotel porch and in winter they gathered at a wood-burning stove in the large dining room. Sometimes a local or visiting musician might entertain at the piano. The traveling salesmen, who did business directly from the hotel, would lay out their trunks of goods for the local storekeepers to look over, and afterward they would play cards.

Hotel rooms were furnished with a bed, chairs, water pitcher and basin, and a chamber pot. The newer hotels had running water in the rooms, but in most small towns, water was pumped from a well by hand and then heated for washing. An overnight stay was about 50 cents. Meals, too, cost about 50 cents each. The townspeople could get a Sunday dinner for 25 cents because business was slow on weekends.

by Nena Smiddy

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depot *n.* – a railroad station.

courtesy of Betty White Stephens

MIDLAND HOTEL, BRIGHTON, ABOUT 1900.

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The General Store

Do you need a new pair of shoes? Would you like to buy some penny candy? If you had lived at the turn of the century you would have gone to a general store to get these things. Every town had a general store and they all were much alike. In 1898, Bedford, Iowa had eight, each with something special like a glassware department, a supply of prime country butter, a large assortment of fruits and vegetables, or a bakery.

Racks of brooms and bushelbaskets of seasonal fruits and vegetables sat outside on wooden platforms in front of the store. The mingled smells of molasses, vinegar, fish, cheese, freshly-ground coffee, kerosene, and oranges greeted customers at the door. As one walked toward the back of the store, where a big, black pot-bellied stove sat, the shelves and counters full of groceries and dry goods caught the buyer's eye.

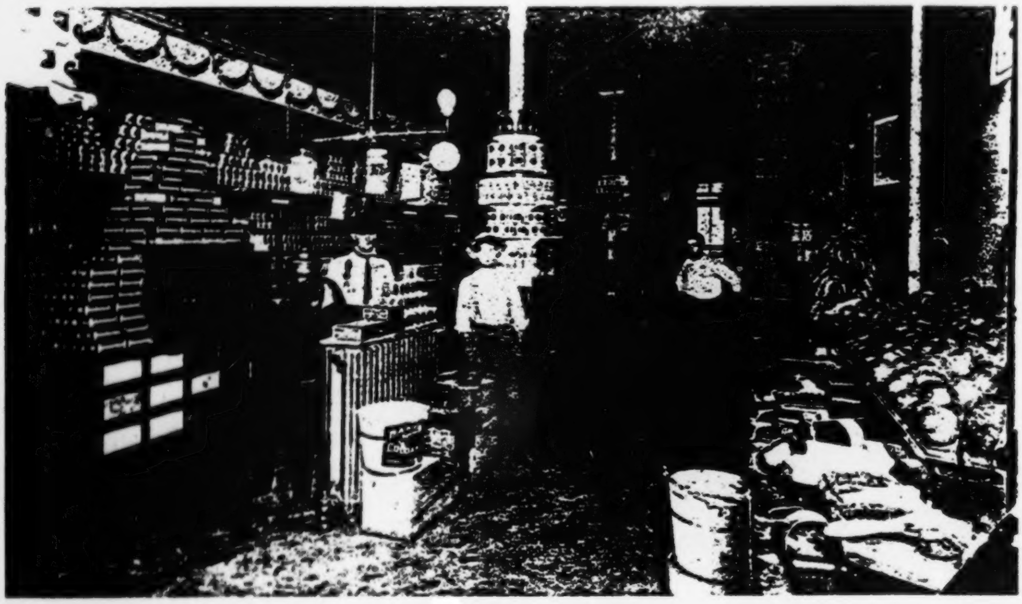
There seemed to be no unfilled spaces. Bins of tea, coffee, dried fruits and vegetables, beans, rice, and oatmeal stood behind the counters. Kegs of butter, pickles, fish, and chewing tobacco sat in front. Hardware items in the back of the store crowded among barrels of crackers, vinegar, kerosene, and molasses, and stacks of flour sacks. Inside glass canisters, peppermint sticks, corn candy, jelly beans, and licorice strings tempted those with a sweet tooth. Stocking caps, writing slates, milk pails, pots, and pans dangled from overhead wires strung across the store. General stores did not sell meat, except maybe ham and bacon. Nor did they sell milk.

Families at the turn of the century did not buy everything they ate or used. Nearly everyone, whether in town or country, had a garden for summer vegetables, a cellar full of home-grown potatoes, onions, turnips, and home-canned fruits and vegetables. Townspeople still might keep a cow for milk and chickens for eggs. There were some things, however, that were not produced at home. The general store answered these needs.

The store opened at sunrise and closed at night when most people had gone to bed. Sunday was a day off for the storekeeper and his clerks, but Saturday kept them waiting on the steady stream of customers. The door bell jangled as people came and went, stopping to talk with friends about local news.

Modern supermarkets and department stores provide many more types of merchandise because people of today provide very few things for themselves. Most depend on food and clothing manufactured by someone else and sold in a store.

by Lisa K. Abel



Division of the State Historical Society

SANGSTER GROCERY, IOWA CITY, ABOUT 1910. *If a town grew, several specialized stores would replace the general store. Dry goods stores sold clothes and yard goods. A grocery store like this one sold food. Notice the coffee bean grinder next to the radiator at the left.*

The Opera House

If you had 75 cents and could travel back in time to the turn of the century, you could buy a ticket to a show at the opera house in your hometown. An opera is a drama set to music. There were only a few operas presented. The term "opera house" was used because the word "theatre" had a bad reputation with some citizens.

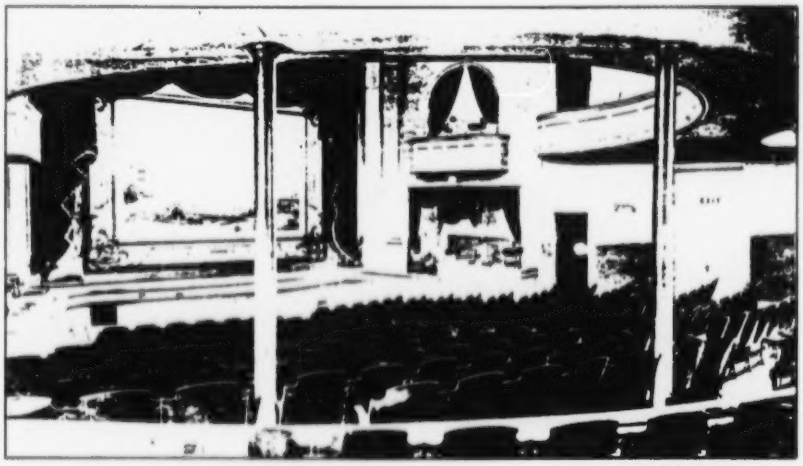
With your ticket, you would climb the wide flight of stairs, enter, and choose a seat, perhaps near the kerosene footlights of the stage. The red and gold velvet curtain would soon rise and the evening begin.

Entertainment at the opera house included many plays, either by local talent or touring professional companies. Comedians, **minstrels**, **vaudeville** acts, lecture programs, acrobats, and magic shows also provided a pleasant evening for those who attended.

Opera houses were used for other activities as well. Women's rights groups, farmers' organizations, and church clubs held public meetings there. The large space was just right for dances, concerts, and school graduation exercises.

If you had only a nickel for your travel back in time, you still would not have to be disappointed. By waiting just a few years, you could see a dream on a silver screen, but you might not see it at the opera house. Motion pictures put the opera houses out of business. Some of them were remodeled into movie houses. But fire laws said movie houses had to be on the ground floor, so some opera houses were torn down or converted into business offices. Many still exist. You can check in your town to see if the opera house is still there.

by Nena Smiddy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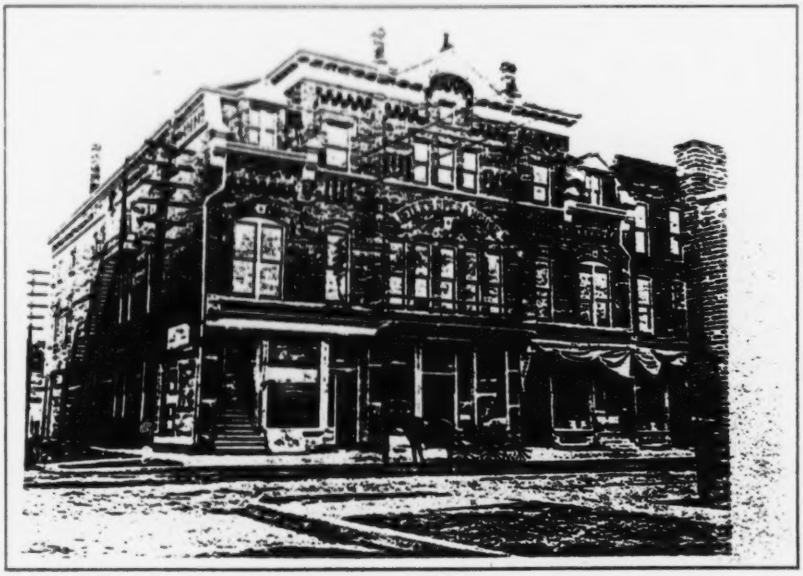
TRAER OPERA HOUSE, ABOUT 1905. *This opera house replaced the one that burned. People sat on the main floor (sloped for better viewing), in the balcony, or in one of the four boxes.*


courtesy of Rick Hegwood

LISTER'S OPERA HOUSE, NEWTON, ABOUT 1880. *It was torn down in 1935.*

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minstrel *n.* – a person belonging to a troupe of musical performers.

vaudeville *n.* – a variety show.

THE CARROLL HERALD.

XXXVI. CARROLL, IOWA, WEDNESDAY, FEBRUARY 24, 1904. NUMBER 50

THE FIRST NATIONAL BANK

CARROLL, IOWA

Capital $100,000.00
Surplus $15,000.00

[illegible]

ANOTHER BIG FIRE

Made out of Our Celebrated

Coal

E. T. CULBERTSON & SON.
Carroll Co. 78 Iowa 434

S. Walz

Manufacturer and Dealer in

Shoes

Good Enough Goods and Large Stock

Corner Main and Fifth St.
Olson Building Carroll, Iowa.

THE OLD RELIABLE

MEAT MARKET

[illegible] Proprietors.

Beef, Veal, Pork, Mutton and Fish.

Bricks and Salt Meats, Lard, Tallow, Etc.

Carroll, Iowa.

GERMAN-AMERICAN BANK

CARROLL, IOWA

Wm. Arts, Pres.
W. A. Arts, Cashier
J. C. Arts, Ass't Cash.

Prompt and intelligent attention given to all the interests of our customers.

CAPITAL, - $50,000.00 PAID UP.

Interest paid on time deposits. Five per cent farm loans. Drafts issued to all parts of the world.

YOUR BUSINESS SOLICITED.

The Palace Meat Market

A. O. BLOHM
Proprietor.

Everything New, Neat and Clean.

[illegible]

Prompt Delivery Service.

[illegible]

Time Table C. & N. W. Ry

[illegible]

Chicago Great Western R. R.

[illegible]

L. N. GRIFFITH, Agent, Carroll.

Professional Cards

LAWYER

[illegible]

Dr. I. L. Woody
Osteopathic Physician.

[illegible]

Original Notice.

In the District Court of Carroll County, Iowa.

[illegible]

LAUD BOARD OF CONTROL

Visiting Committees Favorably Impressed with Institutions.

REPORT ON THE DEAF SCHOOL

[illegible]

Des Moines, Feb. 22.—[illegible]

Child Labor Bill Passes Senate.

[illegible]

JULIAN RICHARDS

[illegible]

IT IS A MATTER OF HEALTH

THERE IS NO SUBSTITUTE

Consumption

Salt pork is a famous old-fashioned remedy for consumption. "Eat plenty of pork," was the advice to the consumptive 50 and 100 years ago.

Salt pork is good if a man can stomach it. The idea behind it is that fat is the food the consumptive needs most.

Scott's Emulsion is the modern method of feeding fat to the consumptive. Pork is too rough for sensitive stomachs. Scott's Emulsion is the most refined of fats, especially prepared for easy digestion.

Feeding him fat in this way, which is often the only way, is half the battle, but Scott's Emulsion does more than that. There is something about the combination of cod liver oil and hypophosphites in Scott's Emulsion that puts new life into the weak parts and has a special action on the diseased lungs.

A sample will be sent free upon request.

[illegible]

SCOTT & BOWNE, CHEMISTS, 409 Pearl St., N. Y. 50c. and $1; all druggists.

MADE IN THREE MINUTES
with the
UNIVERSAL BREAD MAKER and RAISER

[illegible]

Hands do not touch the dough. Does away with hand kneading.

Easy to clean. [illegible]

Sold by

RICH & LENZ.

THE FOLLOWING
SPECIAL BARGAINS
are offered to close up deals and trades that must be closed by....

March 1, 1904

160 ACRES
Two miles from Moreland and 4 miles from Tara, Webster county, Iowa. Good new house, fair stable, good granary and corn crib, good well. All fenced; fall plowing all done. All smooth land.
Price $51.00 per acre, worth $65.00

160 ACRES
Six miles from Glidden; a No. 1 land, a snap at $60.00 per acre; only $1,000 cash payment, 10 years time on balance at 5 per cent.

200 ACRES
in Livingston county, Missouri; 200 under under cultivation; fairly improved; excellent water. Cheap at $45.00 per acre, but will sell for $35.00 per acre. DO YOU WANT IT

240 ACRES
in Bates county, Missouri; good two story house, barn (40x60), other buildings good, well fenced, well watered. Everything first class; soil No. 1. Will sell for $30, worth $50.

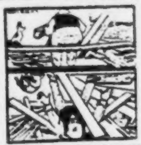
120 ACRES
four miles from county seat of Woodson Co., Kansas, right in oil field; good house, fair out buildings; not a foot of waste land on it, no stone and No. 1 soil.
Price $32.50 per acre, worth $40

Above lands are snaps and must be sold to close up deals

We have on Hand Before March 1st.

If you want snaps I have them both in farm and oil lands.

D. H. PARK, Carroll, Iowa.



Hold on There.

[illegible]

Green Bay Lumber Co.

J. W. [illegible], Manager

I can Quickly Sell your

REAL ESTATE or BUSINESS

for cash, no matter where located. Send me particulars, prices, etc. and receive my plan. It's free.

CHAS POWELL,
10 W. Mohawk St. Buffalo, N. Y.

ICE

For Season of 1903

Orders received at Wall's Shoe store

Wheels, New Route No. 195

JOHN WALL.

DR. CORA C. BEACH

OSTEOPATHY

Diseases of women and Children a specialty. Hours 9 to 12 a. m. and 2 to 5 p. m.

Parlors in Bruner block over Light's dry goods store

CARROLL, IOWA.

BEST COPY AVAILABLE

Getting the News

"The time to advertise is all the time, people never cease wanting something. The *World* enters the homes of people who trade at Ackley." Thus proclaimed the banner of the Ackley *World* in 1901.

United States newspapers have always served two purposes — as a community service that provided "a free marketplace of opinion," and as a profit-making business. Editors wanted to educate their readers, but at the same time they wanted to make money from advertising.

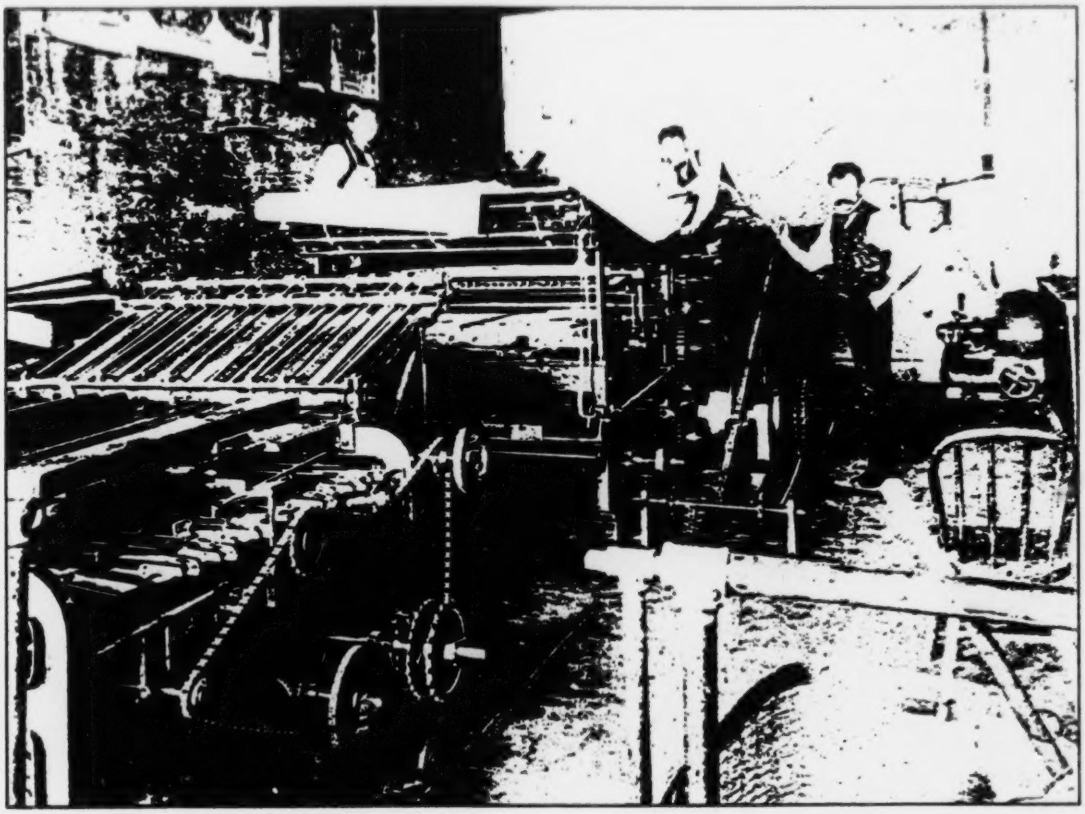
A good way to find out what is important to a community is to look at its newspapers, especially at what is printed on the front page. The weekly issue of a small-town newspaper was often half-filled with advertising. The rest was local news, which might mention who the new schoolteacher was or who had out-of-town guests. Newspaper stories often focused on the town's progressiveness.

Newspapers were often used as entertainment. Most papers published poems or short stories. Sometimes novels were published — one chapter each week. These were called serials.

Today we get our information from many different sources, including radio and television. But at the turn of the century, the newspaper was often the only source. The editor of a small-town paper could have a great deal of influence over his readers.

Editors tried to express ideas that would be popular with their readers. It was important to give what they believed was the "right" point of view. When there were two newspapers, they often represented opposite points of view. Today's readers expect reporters to present both sides of an issue fairly, but early local newspapers often reported in a biased and one-sided way.

by Jane Mitchell



Division of the State Historical Society

THE PRESS ROOM OF THE BURLINGTON HAWK-EYE, ABOUT 1900.

The Ladies' Hatmaker

Feathers, satin ribbons, bits of lace, and artificial flowers greeted the entering customer's eye at the millinery shop. It was one of the most important stores for women in a turn of the century town. Women usually wore a hat or bonnet when going out of the house. Headgear could be purchased at general stores or through mail-order catalogues, but only a few styles were available from these sources. Most women preferred to wear individually designed hats from the local milliner.

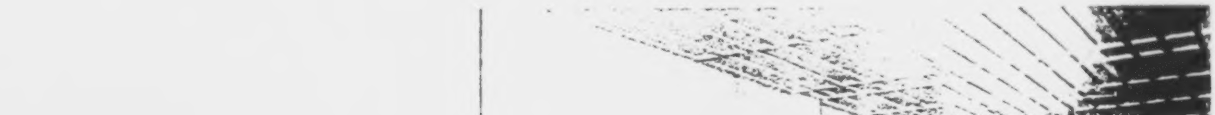
Usually a woman owned and managed the shop, while designing and making hats to sell. The milliner used her creative talent to mix different colored feathers, flowers, and ribbons in artistic combinations, while carefully matching the shape and style of a bonnet to its wearer.

There were few chances for women to earn a living in business. Millinery provided women a chance to do this. It was part of their female world, where women could easily manage their own shops, while men owned and operated most other stores.

Millinery shops were also important because they linked Iowa women with the more stylish eastern cities. Rural Iowa villages might be isolated, but milliners kept current dress patterns and fashion magazines available, so customers could keep up with the latest styles. Sometimes milliners traveled to the East to buy new merchandise for their shops. When they returned they could share tales of their travels with their customers and help the rural women keep in touch with a larger world.

Millinery shops became social gathering spots. There were only a few places in a rural village where women might get together to enjoy conversation, such as church functions or while making formal afternoon calls. At the millinery shop they could drop in anytime and talk with others who might be there.

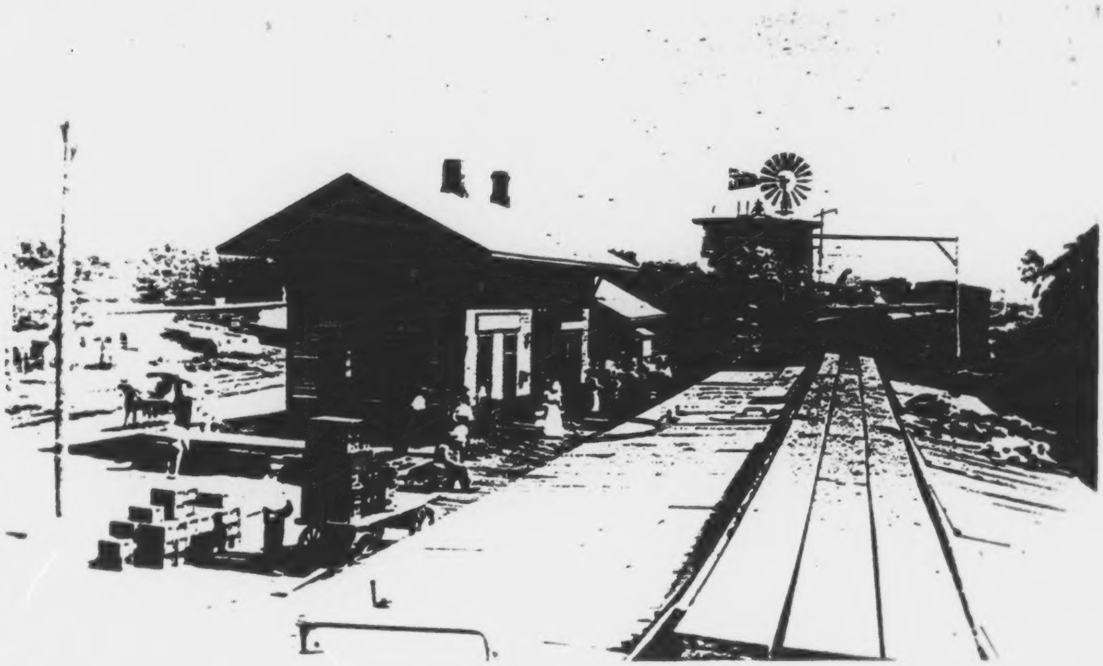
by Christie Dailey



Division of the State Historical Society

THE ADAMS SISTERS MILLINERY SHOP, IOWA CITY, 1913.

Down at the Station



Division of the State Historical Society

The Central City Railroad Depot, about 1901. *This photograph was taken from the top of a railroad car stopped at the depot.*

The long wail of the steam-engine whistle in the distance was an everyday sound to a youngster growing up in Iowa at the turn of the century. Yet, this sound meant a great deal to the way of life of people everywhere in the state. Even the smallest town had a link with the outside world if it had a railroad station.

The telegraph office at the depot was the center for sending and receiving information. News stories came to the town newspaper reporters over the telegraph wires. The mail, too, came and went by rail in soft canvas pouches. Guest speakers, politicians, and entertainers all traveled from town to town in railway passenger cars.

Before the railroads came, it took a very long time for people and things to get anywhere. By the turn of the century, train speeds ranged from 10 to 20 miles per hour, and they could travel in almost any kind of weather. Railroads brought manufactured goods to towns in Iowa, and they hauled away the farm produce to the cities. No longer did people have to rely on horses and wagons hauling goods over rutted dirt roads for long distances.

Railroad transportation even changed what people ate. In wintertime, rail cars brought fresh fruits and vegetables from warmer places to Iowans who before had eaten only canned and preserved foods in winter months.

The Artisans

There were always some creative people doing business in those buildings along Main Street. Silversmiths ran jewelry stores and repaired watches. Stonecutters crafted monuments for the cemetery. Shoemakers made a few shoes, but mainly sold and repaired factory-made footwear. Artists, not always busy at portraits or landscapes, decorated woodwork in homes with **graining**, hung wallpaper, or became photographers. Their photographs became the pictorial history for future generations. Every photograph in this issue is an historical record that shows something about how people dressed and lived.

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graining *n.* - a painted imitation of the grain in wood or marble.

Division of the State Historical Society

A GRINNELL PHOTOGRAPHER WITH HIS CAMERA, 1895.

Division of the State Historical Society

Portrait photographs were often made at a studio, where the photographer used props and background scenes.

The Pharmacy

We know that the red and white striped pole outside a building means that the place is a barbershop. But did you know that glass globes or large bottles filled with colored water shimmering in the front windows were the trademark of turn of the century drugstore?

The drugstores or pharmacies of that time were usually owned and operated by doctors or pharmacists. They prepared the prescriptions in a separate room in the back of the store. Scales and weights, mortars and pestles (used for grinding), measuring glasses, a bottle capper, and a pill rolling machine were the equipment used to make the medications from the raw materials, such as plants and mineral salts. Then the medicines were packaged in glass bottles and pillboxes with the druggist's name on the label in gold letters.

At the front of the store, display cases contained a variety of articles — brushes, fancy bottles of perfume, soap, pens, razors, scissors, and boxed candy. Often there was a cigar case, with a tip cutter and a match dispenser. Purchases were wrapped in brown paper from a long roll and tied with twine wound around a beehive-shaped spool.

But you can't wrap up an ice-cream soda or a sundae. Many drugstores had ice-cream parlors or soda fountains with little, round-topped, spindly-legged tables and delicate, curving, iron-back chairs. Or, maybe the cherry sodas and hot fudge sundaes were served at a long, shiny, varnished counter with tall stools. Quite a few drugstores today still have soda fountains, although chances are you can't get your favorite goody for 10 cents anymore.

by Lisa K. Abel

Division of the State Historical Society

A Drugstore Soda Fountain, about 1900.

Factories

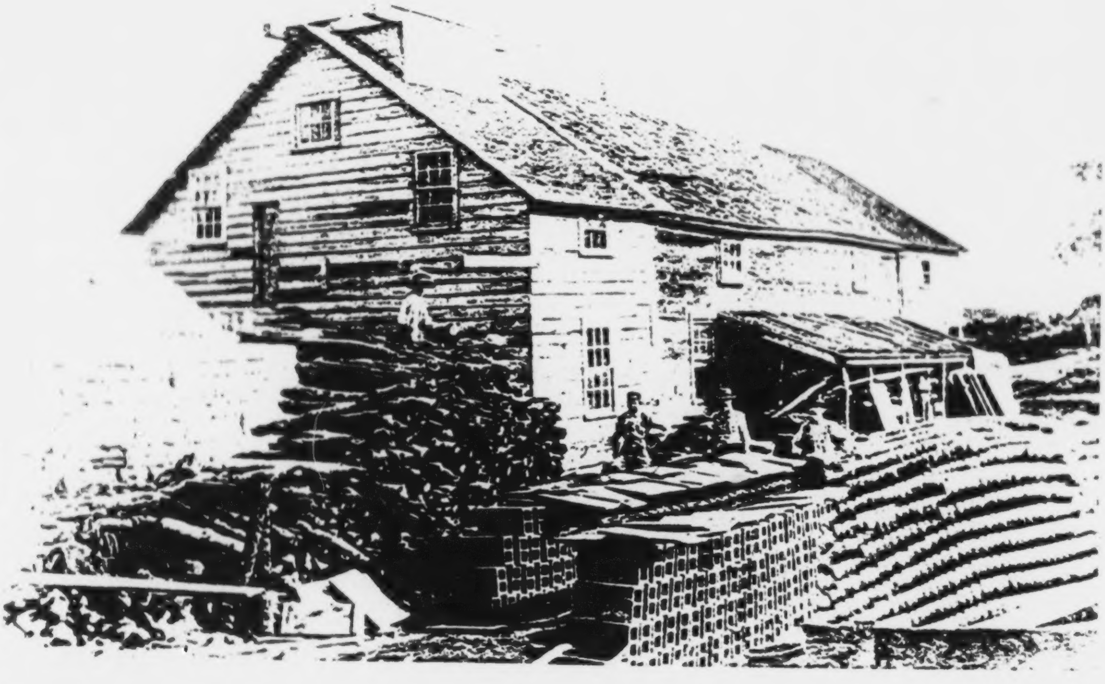
Division of Historical Museums and Archives

A CIGAR MANUFACTURING PLANT AT ALBIA, ABOUT 1900. *Some local industries needed only a small space for workers.*

The pickle works, the glass and pottery factory, the brick and tile works — small factories like these produced their goods in towns all across the state at the turn of the century. They sold their products to people in the region surrounding their location. The factories provided jobs for some of the townspeople. Farmington, with a population of 1332, had a canning factory, a vinegar and pickle company, a broom manufacturer, and a carriage and wagon works.

Eventually, the growing industries in Eastern cities caused smaller manufacturers to go out of business. Cities had large populations that provided a good supply of workers. Large manufacturers could produce great quantities of a product for a lower price than could small local factories. Even with the shipping and national advertising costs, the products made in Chicago, New York, or Pittsburgh could undersell those made in Iowa. Advertising influenced a product's success, too. Buyers began to insist on well-known, nationally advertised brands.

by Jane Mitchell

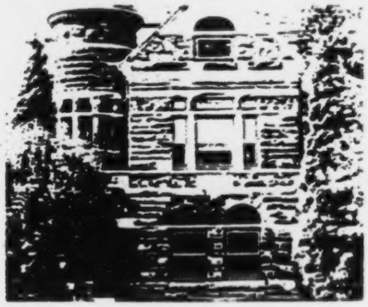


Division of the State Historical Society

THE JACOBS, LANDIS, AND FOOTE POTTERY, COLESBURG, ABOUT 1900. *Brick and tile manufacturers supplied farmers with tile to drain low-lying, wet fields. When townspeople decided to improve their business district, they paved the main street with brick and replaced old wooden business buildings with solid brick ones.*

What's What

Here are three kinds of building styles you can see in Iowa. Famous architects designed two of them. The other is just kind of strange. Keep your eyes open for these home styles sprinkled around Iowa.



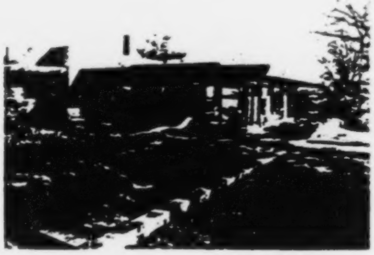
What: The spirit of H.H. Richardson. He's not a ghost, but a famous architect from Boston, Massachusetts, who lived from 1838 to 1886. Although most of his designed buildings were actually built in Chicago or on the East Coast, his designs influenced buildings throughout Iowa and the Midwest in the 1880's and 1890's.

What to look for: Heavy rock walls, arches over windows, fancy carved stone around and above windows.

The style: Richardson's style became so famous it was named after him—it's a tongue twister: Richardsonian Romanesque (some say it: Richards Simmons-style!).

What makes it special: Architects used local materials from Iowa to build Richardson-like homes and other kinds of buildings here.

Where to find it: To see some Richardsonian buildings, visit one of these Iowa towns: Sioux City, Ida Grove, Cedar Falls, Dubuque, and Davenport (just to name a few.) The photo above is the Edinger House in Davenport built in 1890.



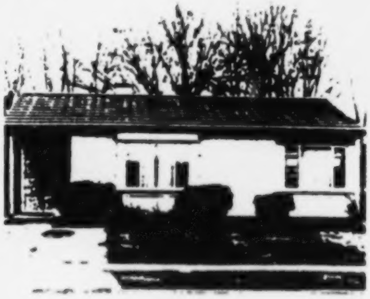
What: Prairie School of architecture. You can't go to this school. It's a building style made famous by Frank Lloyd Wright, a famous architect, who lived from 1867 to 1959. The word "prairie" symbolizes the Midwest.

What to look for: Many of the homes are horizontal with long, flat or slightly angled roofs. Many have wide eaves (the roof parts that hang over the edge of a house) and lots of windows.

The style: Wright wanted his homes to echo the broad, flat prairie. His designs were most popular in the 1900's through 1920's, then came back in style in the 1940's and 1950's.

What makes it special: Prairie School homes are designed to fit the environment. For example, the wide eaves shield snow. The windows let in sun for light and warmth. Inside, there are big open spaces for the dining and living areas.

Where to find it: All over the United States, although Wright is especially known for his work in Chicago, Illinois, and its suburb, Oak Park. Several Prairie School homes are in Iowa. You can see them in Mason City, Sioux City, Des Moines, Clear Lake, and Newton.



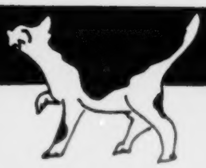
What: Is it a bird? Is it a plane? No, it's a house made of steel! It's called a Lustron house. About 2,400 were assembled in the United States between 1948 and 1949. This was the time when many people moved from cities to the new and growing suburbs.

What to look for: Little houses made of big shiny steel squares in gray, yellow, or aqua.

The style: The creator Carl Strandlund borrowed millions of federal dollars for the project. He leased a defense plant in Chicago to make the Lustron houses. Each house was shipped in 3,300 parts in a single truck and bolted together when it got to its yard.

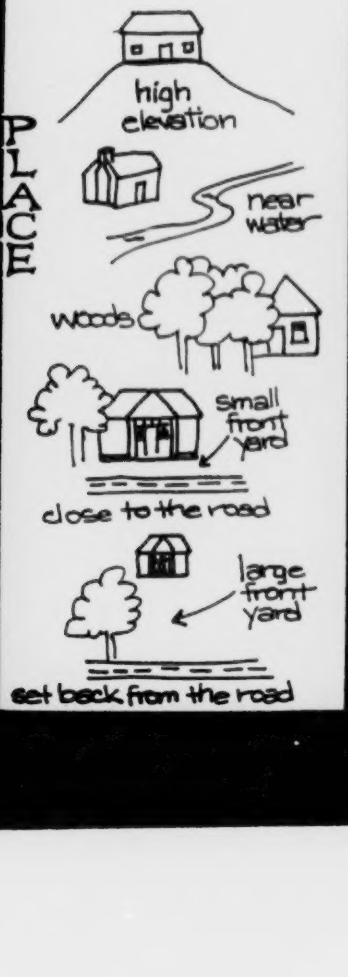
What makes it special: They never needed painting. Lustron homes were made for only two years because they became too expensive to make on the spot. Their popularity didn't last long. But just imagine living in a house of steel! You could decorate your room with magnets.

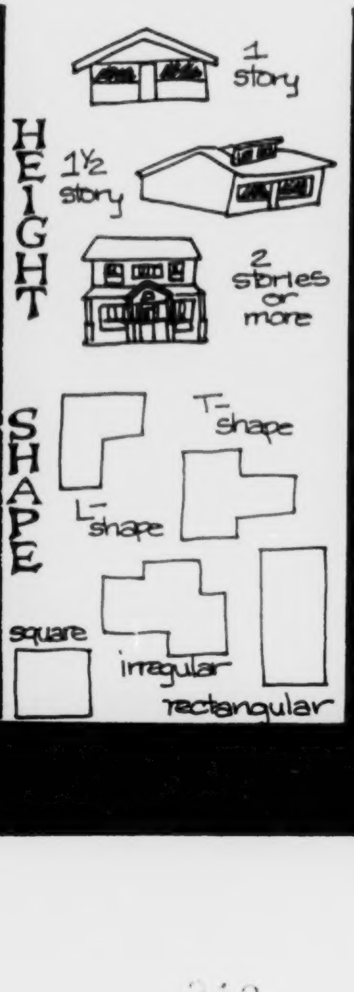
Where to find it: At least 112 Lustron homes can be found in Iowa. You can see some of them in Des Moines, Clarion, Iowa City, and Webster City.

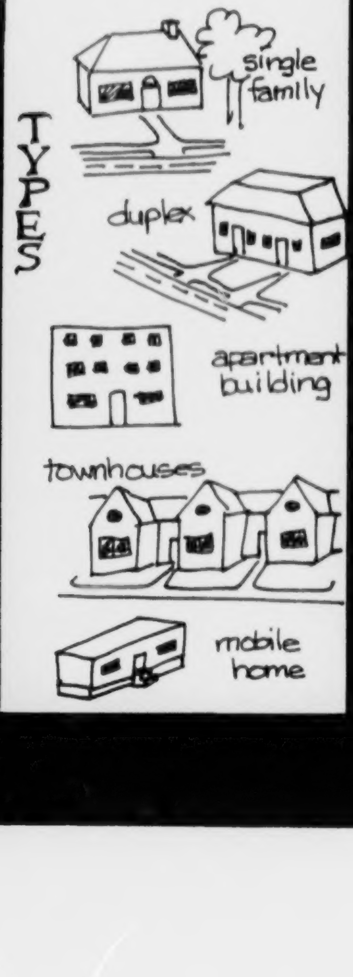


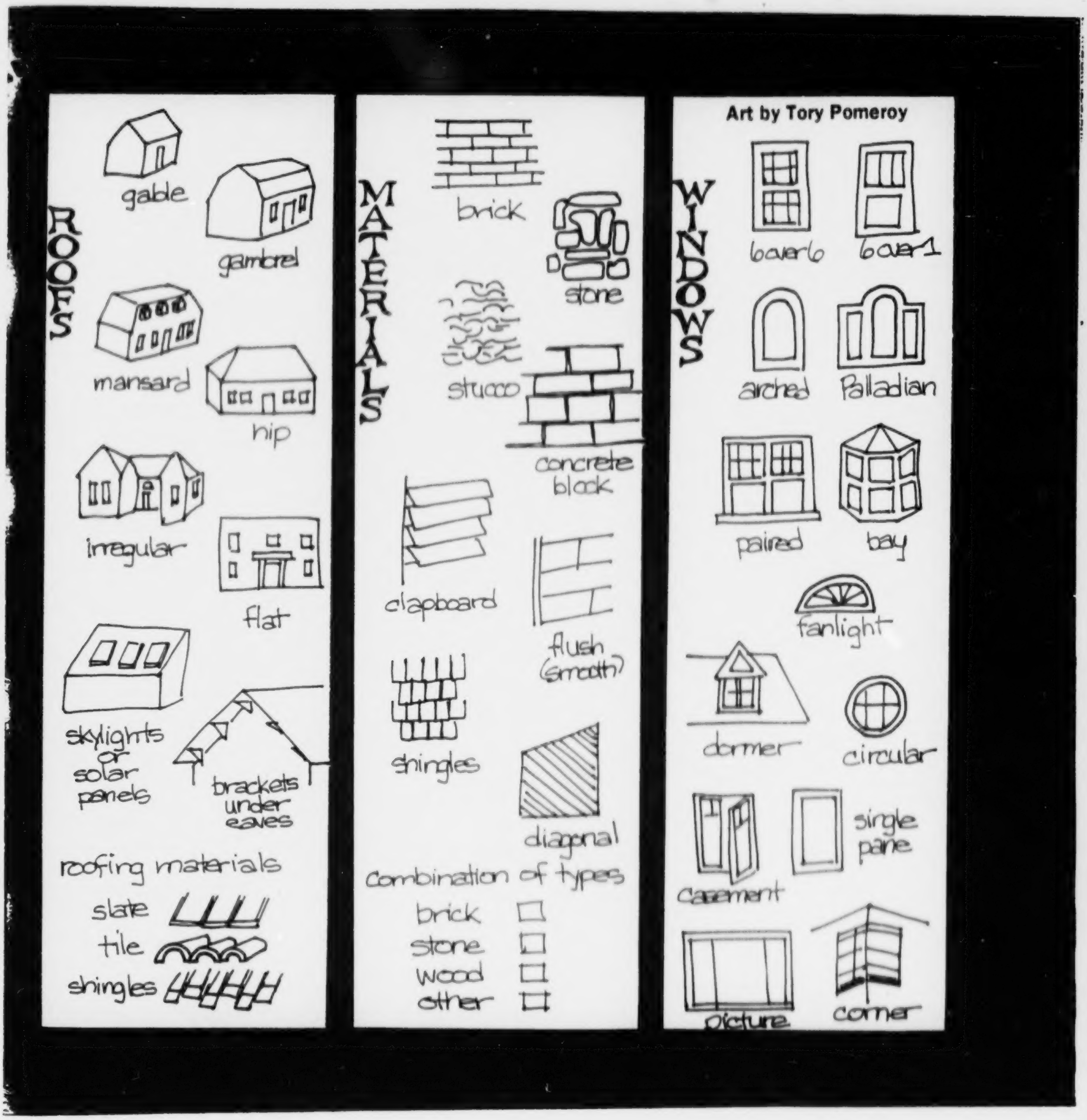
Discover Your Neighborhood

Take a walking tour of your own neighborhood or a favorite neighborhood with a photocopy of these pages. Where are the homes located? How tall are they? What shape? Can you identify the house type? Check out the roofs, materials, and windows. Circle the details that you see. You may want to draw additional details on a separate sheet of paper.









Art by Tory Pomeroy

ANALYZING YOUR BUILDING'S CHARACTER

(excerpts from Preservation Brief #17 National Park Service)

An important step in understanding the history of your community is to analyze the community's historic buildings and identify the elements that give a building its visual historic character.

There are different ways of understanding old buildings. They can be seen as examples of specific building types, which are usually related to a building's function such as schools, courthouses or churches. Buildings can be studied as examples of using specific materials such as concrete, wood, steel, or limestone. They can also be considered as examples of a historical period which is often related to a specific architectural style, such as Gothic Revival farmhouses, one-story bungalows, or Art Deco apartment buildings.

There are many other facets of a historic building besides its functional type, its materials or construction or style that contribute to its historic qualities or significance. Some of these qualities are feelings conveyed by the sense of time and place or in buildings associated with events or people. A complete understanding of any property may require research about its style, construction, function, its furnishings or contents; knowledge about the original builder, owners, and later occupants; and knowledge about the evolutionary history of the building. Even though a building may be of historic, rather than architectural significance, it is the tangible elements that embody the building's significance for association with specific events or person and it is those tangible elements both on the exterior and interior that should be preserved.

A three-step process for identifying a building's visual character can be used by anyone to identify those materials, features and spaces that contribute to the visual character of a building.

Step 1: Identify the Overall Visual Aspects

Identifying the overall visual character of a building is nothing more than looking at its distinguishing physical aspects without focusing on its details. The major contributors to a building's overall character are embodied in the general aspects of its setting; the shape of the building; its roof and roof features, such as chimneys or cupolas; the various projections on the building such as porches or bay windows; the recesses or voids in a building, such as open galleries, arcades, or recessed balconies; the openings for windows and doorways; and finally the various exterior materials that contribute to the building's character. This first step involves looking at the building from a distance to understand the character of its site and setting, and it involves looking at all sides of the building where that is possible.

Step 2: Identify the Visual Character at Close Range

This step involves looking at the building at close range or arm's length, where it is possible to see all the surface qualities of the materials, such as their color and texture, or surface evidence of craftsmanship or age. In some instances, the visual character is the result of seeing materials that contrast in color and texture. The surface qualities of the materials may be important because they impart the very sense of craftsmanship and age that distinguishes historic buildings from other buildings.

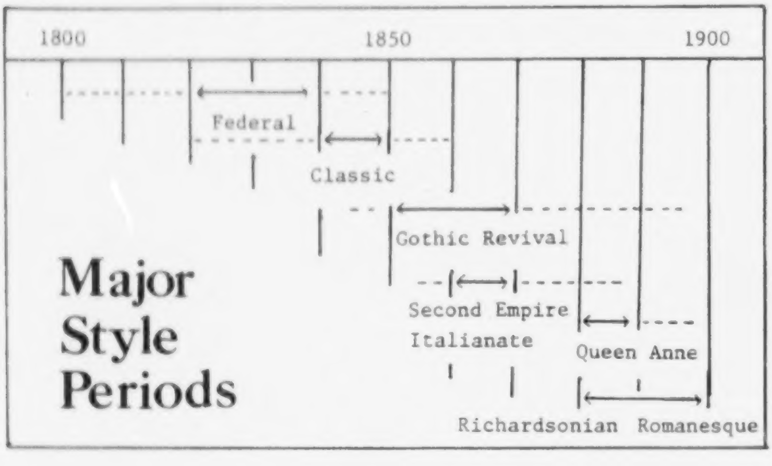
Step 3: Identify the Character of the Interior Spaces, Features, and Finishes.

Perceiving the character of interior spaces can be somewhat more difficult than dealing with the exterior. To understand the interior character, it is necessary to move through the spaces one at time. While it is not difficult to perceive the character of an individual room, it becomes more difficult to deal with spaces that are interconnected and interrelated. Sometimes, as in office building, it is the vestibules or lobbies or corridors that are important to the interior character of the building. With other groups of buildings the visual qualities of the interior are related to the plan of the building as in a church with its axial plan creating a narrow tunnel-like space which obviously has a different character than an open space like a sports pavilion. Thus the shape of the space can be an essential part of its character. With some buildings it is possible to perceive that there is a visual linkage in a sequence of spaces, as in a hotel, from the lobby to the grand staircase to the ballroom. The importance of interior features and finishes to the character of the building should not be overlooked. In relatively simple rooms, the primary visual aspects may be in features such as fireplace mantels, lighting fixtures or wooden floors. In some rooms, the absolute plainness is the character-defining aspect of the interior. So-called secondary spaces also may be important in their own way, from the standpoint of history or because of the family activities that occurred in those rooms.

GUIDE TO ARCHITECTURAL DETAILS

Building-watching is becoming a popular pastime as an increasing number of people research and explore their family and community histories. In the small cities and towns of Iowa and other midwestern states a great wealth of architectural styles and details can be found--frequently on the same building. In the 19th century, east coast architectural developments often took a decade to reach the midwest; local carpenters then adopted and adapted styles or features as they desired. Later building owners modified or "updated" buildings, adding features of newer, more popular styles. The results are rich mixtures of styles and details that present fascinating puzzles to the amateur architectural historian.

The purpose of this technical sheet is to provide a guide to identifying architectural details. Because so many midwestern buildings (especially private homes) combine several styles, the building watcher needs to identify details and sort them into style categories in order to determine a building's major architectural influences. Included with the detail sketches are a time chart of major 19th century style periods in the midwest, brief descriptions of the styles' chief characteristics, and a list of suggested readings for further information.



Iowa
State Historical
Department

Division of the
State Historical
Society

Technical Sh
Number 8

Prepared by
Ann H. Parks
and
Loren N. Horton

FEDERAL

Formal, symmetrical exterior. Graceful.
Low hip or gable roof.
Entrance with fanlight, sidelights, and pilasters.
Simple window frames.
Balustrade across front of roof.

CLASSIC

Formal, symmetrical exterior.
Low gable roof with triangular pediments.
Simple, heavy cornice with dentil trim.
Porticoes (porches) with free-standing columns.
Oculus or lunette windows in pediments.

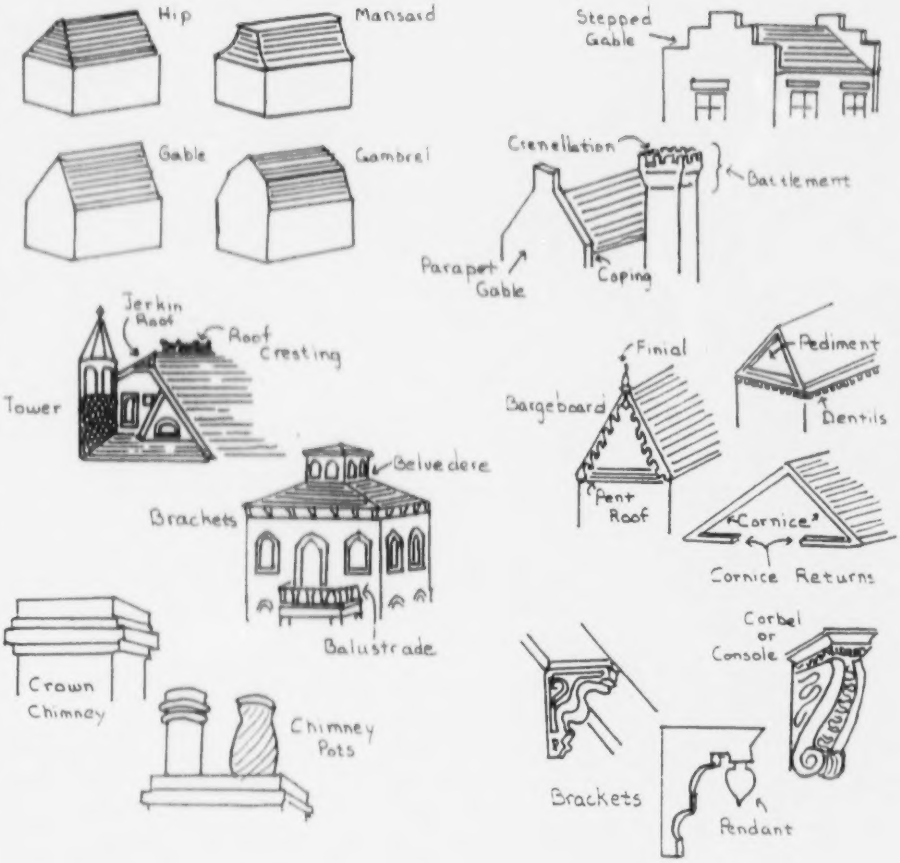
GOTHIC REVIVAL

Asymmetrical.
Steeply-pitched gable roof.
Emphasis on the vertical: tall narrow windows, pointed arches, board and batten siding.
Bargeboard on eaves and gables.
Bay windows.

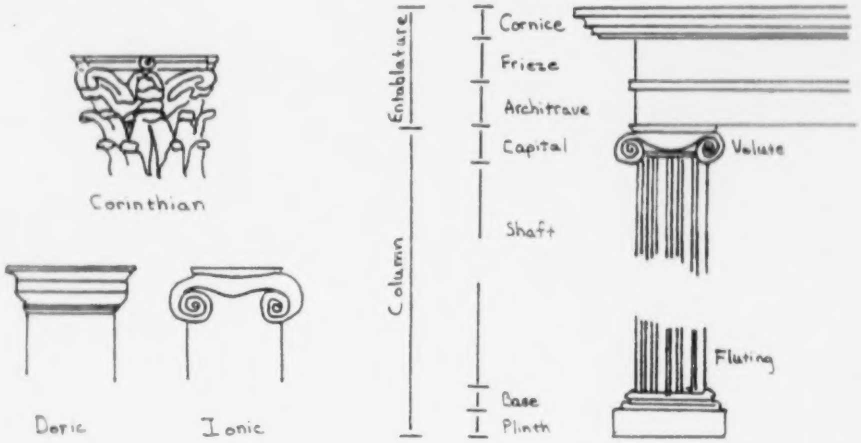
ITALIANATE

Asymmetrical.
Low hip roof, often with square tower or belvedere.

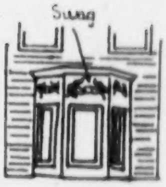
Roof & Cornice Details



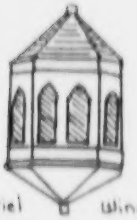
Columns



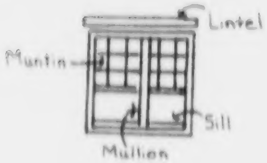
Windows

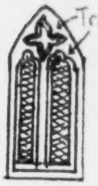


Bay Window

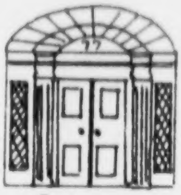


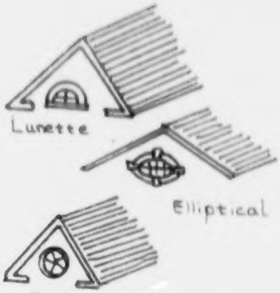
Oriel Window



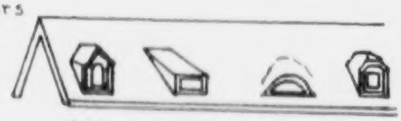


Gothic Window

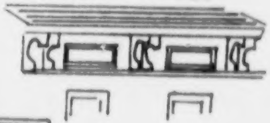


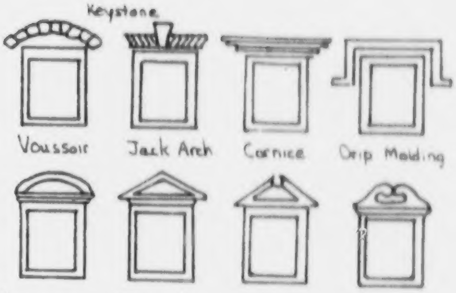


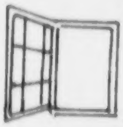
Dormers



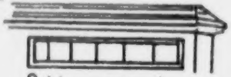
Monitor Windows



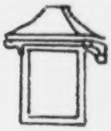




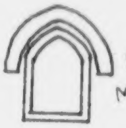
Casement



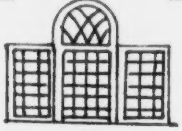
Ribbon Windows



Hood

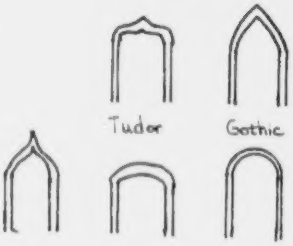


Hood Molding



Palladian Window

Arches



ITALIANATE (cont.)

Wide eaves with large brackets, often in pairs.
Round arches on doors and windows.
Wrap-around porches or loggias.

SECOND EMPIRE

Symmetrical.
Mansard roof, with projecting central tower.
Elaborately-carved moldings on windows, especially dormer windows.
Decorative shingles or slate on roof.

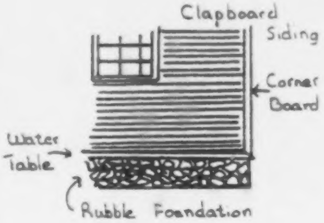
QUEEN ANNE

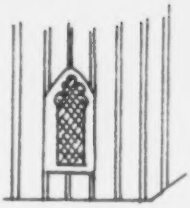
Asymmetrical.
Steep, multiple roofs.
Variety of wall treatments: clapboard, shingle, brick, stone.
Bay and oriel windows, crown chimneys, towers, wrap-around porches.

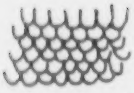
RICHARDSONIAN ROMANESQUE

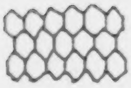
Massive, simple.
Hip roof.
Large, rough-faced masonry.
Roman arches.
Recessed ribbon windows.
Use of parapets, coping, and battlements.

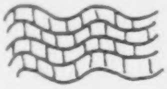
Wall Details

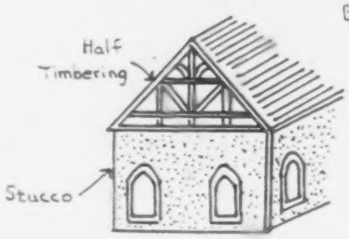


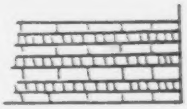

Board and Batten Siding

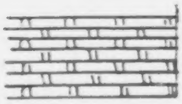

Fishscale Shingles

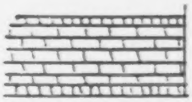

Hexagonal Shingles

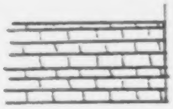

Wave Pattern Shingles



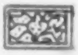

English Brick Bond

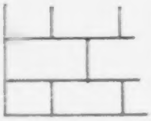

Flemish Brick Bond

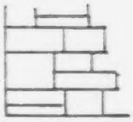

American Brick Bond

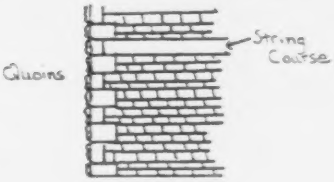

Running Brick Bond

Smooth Ashlar


Rusticated Ashlar


Coursed Ashlar


Random Ashlar



Suggested Readings

Bicknell, A.J. and W.T. Comstock
Victorian Architecture

Blumenson, John J.-G. Identifying American Architecture

Devlin, Harry. To Grandfather's House We Go

Downing, A.J. The Architecture of Country Houses

Fleming, John. Hugh Honour. Niklaus Pevsner. Penguin Dictionary Of Architecture

Glossary of Old-House Parts. Old House Journal.

Historic Preservation Handbook. Historic Preservation Section, Georgia Department of Natural Resources.

Landmark Society of Western New York. Amateur's Guide to Terms Commonly Used in Historic Buildings

Meyer, R.P. D.J. Stith. J.M. Dean. A Guide to Styles: Styles and Designs in Wisconsin Housing

Poppeliers, John. What Style Is It?

Whiffen, Marcus. American Architecture Since 1780

Acknowledgments

Patricia Eckhardt
Margaret Keyes
Gerald Mansheim
William Silag

Preservation Briefs 17

The Architectural Character Checklist/Questionnaire

Lee H. Nelson, FAIA
National Park Service

This checklist can be taken to the building and used to identify those aspects that give the building and setting its essential visual qualities and character. This checklist consists of a series of questions that are designed to help in identifying those things that contribute to a building's character. The use of this checklist involves the three-step process of looking for: 1) the overall visual aspects, 2) the visual character at close range, and 3) the visual character of interior spaces, features and finishes.

Because this is a process to identify *architectural character*, it does not address those intangible qualities that give a property or building or its contents its historic significance, instead this checklist is organized on the assumption that historic significance is embodied in those *tangible* aspects that include the building's setting, its form and fabric.

Step One

1. Shape

What is there about the form or shape of the building that gives the building its identity? Is the shape distinctive in relation to the neighboring buildings? Is it simply a low, squat box, or is it a tall, narrow building with a corner tower? Is the shape highly consistent with its neighbors? Is the shape so complicated because of wings, or ells, or differences in height, that its complexity is important to its character? Conversely, is the shape so simple or plain that adding a feature like a porch would change that character? Does the shape convey its historic function as in smoke stacks or silos?

Notes on the Shape or Form of the Building:

2. Roof and Roof Features

Does the roof shape or its steep (or shallow) slope contribute to the building's character? Does the fact that the roof is highly visible (or not visible at all) contribute to the architectural identity of the building? Are certain roof features important to the profile of the building against the sky or its background, such as cupolas, multiple chimneys, dormers, cresting, or weathervanes? Are the roofing materials or their colors or their patterns (such as patterned slates) more noticeable than the shape or slope of the roof?

Notes on the Roof and Roof Features:

3. Openings

Is there a rhythm or pattern to the arrangement of windows or other openings in the walls; like the rhythm of windows in a factory building, or a three-part window in the front bay of a house; or is there a noticeable relationship between the width of the window openings and the wall space between the window openings? Are there distinctive openings, like a large arched entranceway, or decorative window lintels that accentuate the importance of the window openings, or unusually shaped windows, or patterned window sash, like small panes of glass in the windows or doors, that are important to the character? Is the plainness of the window openings such that adding shutters or gingerbread trim would radically change its character? Is there a hierarchy of facades that make the front windows more important than the side windows? What about those walls where the absence of windows establishes its own character?

Notes on the Openings:

4. Projections

Are there parts of the building that are character-defining because they project from the walls of the building like porches, cornices, bay windows, or balconies? Are there turrets, or widely overhanging eaves, projecting pediments or chimneys?

Notes on the Projections:

5. Trim and Secondary Features

Does the trim around the windows or doors contribute to the character of the building? Is there other trim on the walls or around the projections that, because of its decoration or color or patterning contributes to the character of the building? Are there secondary features such as shutters, decorative gables, railings, or exterior wall panels?

Notes on the Trim and Secondary Features:

6. Materials

Do the materials or combination of materials contribute to the overall character of the building as seen from a distance because of their color or patterning, such as broken faced stone, scalloped wall shingling, rounded rock foundation walls, boards and battens, or textured stucco?

Notes on the Materials:

7. Setting

What are the aspects of the setting that are important to the visual character? For example, is the alignment of buildings along a city street and their relationship to the sidewalk the essential aspect of its setting? Or, conversely, is the essential character dependent upon the tree plantings and out buildings which surround the farmhouse? Is the front yard important to the setting of the modest house? Is the specific site important to the setting such as being on a hilltop, along a river, or, is the building placed on the site in such a way to enhance its setting? Is there a special relationship to the adjoining streets and other buildings? Is there a view? Is there fencing, planting, terracing, walkways or any other landscape aspects that contribute to the setting?

Notes on the Setting:

Step Two

8. Materials at Close Range

Are there one or more materials that have an inherent texture that contributes to the close range character, such as stucco, exposed aggregate concrete, or brick textured with vertical grooves? Or materials with inherent colors such as smooth orange-colored brick with dark spots of iron pyrites, or prominently veined stone, or green serpentine stone? Are there combinations of materials, used in juxtaposition, such as several different kinds of stone, combinations of stone and brick, dressed stones for window lintels used in conjunction with rough stones for the wall? Has the choice of materials or the combinations of materials contributed to the character?

Notes on the Materials at Close Range:

9. Craft Details

Is there high quality brickwork with narrow mortar joints? Is there hand-tooled or patterned stonework? Do the walls exhibit carefully struck vertical mortar joints and recessed horizontal joints? Is the wall shinglework laid up in patterns or does it retain evidence of the circular saw marks or can the grain of the wood be seen through the semi-transparent stain? Are there hand split or hand-dressed clapboards, or machine smooth beveled siding, or wood rusticated to look like stone, or Art Deco zigzag designs executed in stucco?

Almost any evidence of craft details, whether handmade or machinemade, will contribute to the character of a building because it is a manifestation of the materials, of the times in which the work was done, and of the tools and processes that were used. It further reflects the effects of time, of maintenance (and/or neglect) that the building has received over the years. All of these aspects are a part of the surface qualities that are seen only at close range.

Notes on the Craft Details:

Step Three

10. Individual Spaces

Are there individual rooms or spaces that are important to this building because of their size, height, proportion, configuration, or function, like the center hallway in a house, or the bank lobby, or the school auditorium, or the ballroom in a hotel, or a courtroom in a county courthouse?

Notes on the Individual Spaces:

11. Related Spaces and Sequences of Spaces

Are there adjoining rooms that are visually and physically related with large doorways or open archways so that they are perceived as related rooms as opposed to separate rooms? Is there an important sequence of spaces that are related to each other, such as the sequence from the entry way to the lobby to the stairway and to the upper balcony as in a theatre; or the sequence in a residence from the entry vestibule to the hallway to the front parlor, and on through the sliding doors to the back parlor; or the sequence in an office building from the entry vestibule to the lobby to the bank of elevators?

Notes on the Related Spaces and Sequences of Spaces:

12. Interior Features

Are there interior features that help define the character of the building, such as fireplace mantels, stairways and balustrades, arched openings, interior shutters, inglenooks, cornices, ceiling medallions, light fixtures, balconies, doors, windows, hardware, wainscotting, panelling, trim, church pews, courtroom bars, teller cages, waiting room benches?

Notes on the Interior Features:

13. Surface Finishes and Materials

Are there surface finishes and materials that can affect the design, the color or the texture of the interior? Are there materials and finishes or craft practices that contribute to the interior character, such as wooden parquet floors, checkerboard marble floors, pressed metal ceilings, fine hardwoods, grained doors or marblized surfaces, or polychrome painted surfaces, or stencilling, or wallpaper that is important to the historic character? Are there surface finishes and materials that, because of their plainness, are imparting the essential character of the interior such as hard or bright, shiny wall surfaces of plaster or glass or metal?

Notes on the Surface Finishes and Materials:

14. Exposed Structure

Are there spaces where the exposed structural elements define the interior character such as the exposed posts, beams, and trusses in a church or train shed or factory? Are there rooms with decorative ceiling beams (non-structural) in bungalows, or exposed vigas in adobe buildings?

Notes on the Exposed Structure:

This concludes the three-step process of identifying the visual aspects of historic buildings and is intended as an aid in preserving their character and other distinguishing qualities. It is not intended as a means of understanding the significance of historical properties or districts, nor of the events or people associated with them. That can only be done through other kinds of research and investigation.

This Preservation Brief was originally developed as a slide talk/methodology in 1982 to discuss the use of the Secretary of the Interior's Standards for Rehabilitation in relation to preserving historic character; and it was amplified and modified in succeeding years to help guide preservation decisionmaking, initially for maintenance personnel in the National Park Service. A number of people contributed to the evolution of the ideas presented here. Special thanks go to Emogene Bevitt and Gary Hume, primarily for the many and frequent discussions relating to this approach in its evolutionary stages; to Mark Fram, Ontario Heritage Foundation, Toronto, for suggesting several additions to the Checklist; and more recently, to my co-workers, both in Washington and in our regional offices, especially Ward Jandl, Sara Blumenthal, Charles Fisher, Sharon Park, AIA, Jean Travers, Camille Martone, Susan Dynes, Michael Auer, Anne Grimmer, Kay Weeks, Betsy Chittenden, Patrick Andrus, Carol Shull, Hugh Miller, FAIA, Jerry Rogers, Paul Alley, David Look, AIA, Margaret Pepin-Donat, Bonnie Halda, Keith Everett, Thomas Keohan, the Preservation Services Division, Mid-Atlantic Region, and several reviewers in state preservation offices, especially Ann Haaker, Illinois; and Stan Graves, AIA, Texas; for providing very critical and constructive review of the manuscript.

This publication has been prepared pursuant to the National Historic Preservation Act of 1966, as amended. Comments on the usefulness of this information are welcomed and can be sent to Mr. Nelson, Preservation Assistance Division, National Park Service, U.S. Department of the Interior, P.O. Box 37127, Washington, D.C. 20013-7127. This publication is not copyrighted and can be reproduced without penalty. Normal procedures for credit to the author and the National Park Service are appreciated.

Sense of Place:
Change for the Future—Redesigning Maquoketa

Grade Level 6

Weeks Needed 2

Goals/Objectives/Student Outcomes:

Sixth-grade students will study the needs of their town and develop a project for the benefit of the town and its citizens. They will research their project, develop a rationale as to why the city council should act on it (this is to include cost, benefit and a scale model) and present their ideas to classmates and the community.

Students will:

- **Apply problem solving skills to identify a need in Maquoketa and formulate a plan to meet that need**
- **Foster an atmosphere of respect and community by working together in teams to develop the best possible solution to the problem they have identified**
- **Improve research and writing skills by presenting a logical, well documented argument for their project**
- **Use a "real life" situation to become more familiar with their town, its citizens, and the process of problem solving in city government**

Materials:

Supplies for each child:
1. Task checklist—student self-assessment
2. Map of the area
3. Graph paper
4. Informational brochure on the town
5. Large sheet of drawing paper

Background:

The town of Maquoketa is growing. The Maquoketa City Council recently met and voted to investigate possible changes in the city that would meet the future needs of its residents. The city is developing a 10-year plan. All residents are encouraged to think creatively, identify problems, and develop possible solutions. All proposals must meet certain guidelines. The students were asked to think of a project that would improve the town. The class decided on the best project to be presented to the City Council.

Procedure:

1. Students discuss the issue of growth as it relates to their town and what changes they feel would benefit the residents. Changes could relate to various aspects of community life such as: recreation, transportation, housing, and business.

2. Students decide on a specific problem to work on. Working in teams, they tell why they intend to work on this problem and include the following information:

Who will benefit from this change?

How long will it take to build or complete this project?

Give the estimated cost of the project and explain whether this is expensive or inexpensive.

3. Students draw their own design. Plans should be explicit and in full color to enhance detail. Proposal needs to look professional.

4. Students submit their proposal to the city council.

Assessment of Outcomes:

Students' work is assessed through use of a task checklist. They are given 1 or 2 points for their work in each area. The checklist includes:

Statement of what needs to be changed in Maquoketa.

Statement about why you want to work on the problem.

Statement about who will benefit from the change (for instance, children, young adults, the elderly).

Statement about how long it will take to build/complete the project (days, months, or years).

Statement about the estimated cost of the project.

Whether paragraphs are indented and properly formatted.

Correct spelling.

Punctuation and capitalization.

Typed or written in ink.

Design is drawn in large scale.

Design is colorful (crayon, colored pencil, markers, etc.).

Design is neat, specific, and includes labels.

Name, hour, and "Social Studies" are written in lower right corner.

Scale

30-28 = A Excellent 27-24 = B Good 23-20 = C Satisfactory
19 = Redo

Extensions and Adaptations:

"Simtown" by Maxis was used as an extension activity on the computer.

Some students may create a model of the town for display at the local historical society.

Resources:

Information from the Chamber of Commerce.

Grade Level 3-12

Class Periods 3

Goals/Objectives/Student Outcomes:

Students will:

- **Understand the role played by the visual, performing, and literary arts in the lives of the American people.**
- **Learn about the creative process in the arts.**
- **Understand people have a variety of artistic tastes.**
- **Understand the need for freedom of expression so that the arts are not to be used as tools of propaganda.**
- **Learn about the many expressive media used by artists in their creative processes.**

Materials:

1. Time to visit museums, concert and music halls, libraries, and other places to see the works of art and culture
2. Proper paper and writing instruments to compose music, paint, engrave, and do other creative work in a variety of mediums
3. Books containing a wide variety of works of literature from various periods of time
4. Examples of a variety of kinds of needlework, and the instruments to make each
5. Tapes and CD's of various kinds of music
6. Audio and video tapes or radio and television show, and movies
7. Artists who are willing to demonstrate their craft, talk about it, and be interviewed by students about it
8. Newspapers and magazines that advertise fine arts and cultural shows

Background:

When people have leisure time, they sometimes create art, music, and literature or enjoy that created by others. But the arts are not only for leisure time. People express their beliefs and opinions through paintings, sculpture, music, and literature. Even people who do not consider themselves artists often have ways of expressing these creative ideas. Quilts, for instance, often attest to the artistic expressiveness of the women who make them. Farmers who paint designs on tools, choirs who sing in church, and coal miners who sing as they work in the tunnels were expressing themselves through art.

The fine arts are an effective means for creating and transmitting the ideas and values of individuals and groups. Art brings to our lives a sense of beauty and causes us to think more imaginatively about routine of our daily lives. All material culture has artistic characteristics, and all visual and aural expression might be considered a form of art. Whenever a person looks at something in a new way and lets another person know about this new view or idea, then art has been created and shared.

Procedures:

This thematic lesson plan is intended to introduce this particular topic to students. The activities are intended to introduce students to the process of inquiry that can be applied to the study Iowa history. In many cases the same activities can be used to explore the topic in a variety of Iowa history time periods. This lesson plan can also be used in conjunction with other topical areas in this curriculum.

These thematic lesson plans underscore basic skills such as reading, writing, communicating orally, and collecting reference sources. Many of the activities will give students practice in using higher skills as in reading, writing, communicating orally, collecting reference sources and using a library; distinguishing between primary and secondary sources; using charts and timelines; and developing vocabulary. The teacher can introduce higher level skills through these activities such as collecting information from a variety of sources through observation and questioning; compiling, organizing, and evaluating information; comparing and contrasting; drawing conclusions or inferences from evidence; considering alternative conclusions; making generalizations; recognizing points of view; understanding how things happen and how things change; recognizing how values and traditions influence history and the present; grasping the complexities of cause and effect; developing a chronological sense; and understanding events in context.

Activities:

1. Visit an art museum to see the variety of art forms exhibited.

2. Visit a historical museum and compare its exhibits to those in an art museum.

3. Walk around your community and see the expressions of art that are visible to the public at large.

4. Collect examples of current displays of paintings, sculptures, prints, engravings, and photography.

5. Express yourself in oils, water colors, tempera, sculpture, engraving, photography, calligraphy, or design.

6. Attend a concert and note the type of music performed and the origin of that style of music.

7. Attend a movie and note the way the editing works to make the story flow effectively.

8. Watch a television show and see how the organization of the script is constrained by the time allotted to the show.

9. Read a poem from the 19th century, read a poem from the 20th century, and compare the styles in which they were written.

10. Read or attend a play and write a report about the differences in scripting and production of movies and television shows.

11. Read a book of fiction or nonfiction, and write a report on how the author successfully or unsuccessfully captured and held the reader's attention.

12. Gather as many examples as possible of the use of fiber, either for artistic expression or for practical use. Make a list of the types of fibers used, the method of fixing together the parts, and the use of color to ornament the product.

13. Practice writing the beginning of a play, a novel, a biography, or a script for a movie or a television show.

14. Practice writing a piece of music for a particular instrument, or for the human voice.

15. Read a famous speech from history, and practice delivering it as it might have been done at the time it was written.

16. Role play a scene from a famous movie, television show, novel, or short story.

17. Prepare a script for a radio show drama in which the voices must help the listeners visualize what is going on and who is doing the action.

18. Listen to tape recordings of old radio dramas to see how the techniques differ from today's television shows.

19. Take a series of photos with the intent of showing them in an artistic exhibit, rather than just for personal pleasure.

20. Perform some artistic production of your choice, from the visual, dramatic, music, literary, or other forms.

21. Interview local people who are skilled in quilting, knitting, crocheting, tatting, lace-making, appliqué, embroidery, or needlepoint. Write a description of what they do.

22. Show examples of works of art and literature that have been censored or objected to and discuss why this may have happened.

Assessments of Outcomes:

1. Play a tape of music and identify the style and time period of the music.

2. Read a play or selection from a novel and identify the style and time period of the literature.

3. Read a poem and identify the style and time period of the writing.

4. Show a piece of needlework and identify the materials used and the process of work.

5. Show a painting or sculpture and identify the style and time period of the art work.

6. Show two movies or television programs from different time periods, and discuss similarities and differences in script and production.

Extensions and Adaptations:

Most of the activities listed under procedures can be easily adapted to meet the learning needs of most students at various ages. Many of the listed activities can be used as art, music, writing, math, or science projects. Be sure to draw on teachers within your school and resource people in your community. The folklife section of this curriculum provides a list of community resource ideas.

Resources:

Contact the Iowa History Resource Center at the State Historical Society of Iowa for a list of books, videos, organizations and ideas for studying Iowa history. Write to: Education Coordinator, State Historical Society of Iowa, 600 East Locust, Des Moines, Iowa 50319.

Spare Time

Grade Level **3-12**

Class Periods **2**

Goals/Objectives/Student Outcomes:

Students will:

- **Learn about the amount of spare time people used to have and the economic role of children earlier in our history.**
- **Learn about changing tastes in music, art, drama, and literature during the past 150 years.**
- **Learn about the varieties of organized games, athletics, and holidays during our history.**
- **Learn about the objects and space necessary for recreational activities in the past.**
- **Understand that our concepts of special occasions and activities change over time.**

Materials:

1. Television and radio broadcasting guides for several time periods
2. Newspapers and magazines that advertise spare time activities and holidays
3. Time to look at television and listen to the radio
4. Samples of decorations, equipment, uniforms, and other objects used in spare time activities
5. Photographs of people engaging in spare time activities
6. Tickets and programs from leisure time events

Background:

People have always had leisure time when they were not required to work. During their spare time people make choices about activities they want to pursue. We have more spare time today than in previous centuries because of post-industrial changes such as the eight hour work day, the five day work week, more years of education, and higher disposable income. Leisure time has become so abundant that today there are people trained to help others better utilize their leisure time.

We may spend our spare time in active pastimes, passive entertainment, or recreation that combines activity and passivity. We devote our spare time to countless different hobbies, sports, or other activities. We can accumulate our leisure time and often mark it by rules and formalities. Often we spend our spare time in special locations designated for leisure pursuits. The ways we celebrate holidays vividly illustrate our attitudes towards spare time.

Procedure:

This thematic lesson plan is intended to introduce this particular topic to students. The activities are intended to introduce students to the process of inquiry that can be applied to the study Iowa history. In many cases the same activities can be used to explore the topic in a variety of Iowa history time periods. This lesson plan can also be used in conjunction with other topical areas in this curriculum.

These thematic lesson plans underscore basic skills such as reading, writing, communicating orally, and collecting reference sources. Many of the activities will give students practice in using higher skills as in reading, writing, communicating orally, collecting reference sources and using a library; distinguishing between primary and secondary sources; using charts and timelines; and developing vocabulary. The teacher can introduce higher level skills through these activities such as collecting information from a variety of sources through observation and questioning; compiling, organizing, and evaluating information; comparing and contrasting; drawing conclusions or inferences from evidence; considering alternative conclusions; making generalizations; recognizing points of view; understanding how things happen and how things change; recognizing how values and traditions influence history and the present; grasping the complexities of cause and effect; developing a chronological sense; and understanding events in context.

Activities:

1. List the recreational and entertainment objects and activities you have access to each day.
2. List the types of activities you would most like to take part in during each season of the year.
3. Discuss the special objects, equipment, and space necessary to participate in sports, music, drama, and literary activities today.

4. Discuss the differences between participating in an activity and watching other participate in that same activity.

5. Discuss the cost of attending organized athletic, art, drama, and music events in your area.

6. Discuss the amount of money some people earn to entertain other people. Include music, film, television, plays, professional sports, painting, sculpture, books, magazine articles, poetry, and other things produced for the enjoyment of others.

7. Tell about your favorite holiday.

8. Tell how your birthday is celebrated.

9. Discuss the types of leisure activities that children might have participated in 150 years ago and at other times in our history.

10. Discuss the work requirements for children at earlier times in our history and how this affected their spare time.

11. Discuss the difference between doing something for fun and doing something as a job, even though the actual activities might be identical.

12. Discuss the origins of our holidays and how our celebrations have changed during the past 150 years.

13. Discuss how styles in music, art, literature, drama, and sports have changed during the past 150 years.

14. Discuss an athletic event, play, musical performance, or holiday celebration you have seen on television or heard on the radio.

15. List different kinds of magazines and publications that are specifically devoted to particular kinds of spare time activities.

16. Discuss the rules that govern various kinds of spare time activities.

Assessment of Outcomes:

1. Prepare a list of spare time activities and the times of day that you would participate in or watch them.

2. Write a story about the way children used their spare time at one point during the past 150 years.

3. Demonstrate some spare time activity that you enjoy most.

4. Draw a picture that illustrates your favorite holiday.

Extensions and Adaptations:

Most of the activities listed under procedures can be easily adapted to meet the learning needs of most students at various ages. Many of the listed activities can be used as art, music, writing, math, or science projects. Be sure to draw on teachers within your school and resource people in your community. The folklife section of this curriculum provides a list of community resource ideas.

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PRAIRIE voices...

Health, Hygiene, Sanitation, and Privacy

Grade Level **3-12**

Class Periods **2**

Goals/Objectives/Student Outcomes:

Students will:

- **Understand the changes in ideas about sanitation over time.**
- **Understand the changes in ideas about privacy over time.**
- **Learn about the ways to treat diseases and injuries.**
- **Learn about the attitudes towards medicine and drugs.**
- **Learn about the evolution of rooms and buildings devoted to maintaining good health.**

Materials:

1. Telephone books, old and new
2. Local directories, old and new
3. Photographs and illustrations of articles used for health and sanitation
4. Newspapers, old and new
5. Encyclopedias and other reference books
6. Home health care books
7. First aid manuals and charts
8. Diaries, reminiscences, novels, and stories about life in the past
9. Time to interview doctors, nurses, garbage truck workers, landfill workers, architects who design health facilities, and others

Background:

Our attitudes about what constitutes socially acceptable behavior change, often for no identifiable reason. A century ago entire families commonly lived in one or two rooms with little privacy. In more recent times it has been common for families to live in situations where there are separate bedrooms for each person, as well as separate rooms for cooking, eating, studying, recreation and entertainment.

Just as ideas about privacy have changed, so have ideas about bathing, shampooing hair, and brushing teeth. Some of us believe that to maintain good health it is absolutely necessary to bath daily, change our clothes each day, brush our teeth twice a day, and shampoo our hair every day.

In late 20th century America personal hygiene has become very important. Earlier, when obtaining food and shelter occupied a large part of our daily routine, personal hygiene was quite secondary. Whereas until recently hygiene was of less concern, certain important changes have increased life expectancy, decreased infant mortality, and drastically reduced communicable diseases. Moving toilets from outside the house to inside with plumbing was one such change. Concern about community health and increased population that led to overcrowding may have brought about the shift to indoor plumbing.

Health care professions also have changed. There are now licensing standards for doctors and nurses, and controls on the purity of drugs and medicines.

Procedure:

This thematic lesson plan is intended to introduce this particular topic to students. The activities are intended to introduce students to the process of inquiry that can be applied to the study Iowa history. In many cases the same activities can be used to explore the topic in a variety of Iowa history time periods. This lesson plan can also be used in conjunction with other topical areas in this curriculum.

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Activities:

1. Draw a floor plan of your house and indicate which rooms or areas are designed for activities related to hygiene and sanitation.

2. List the natural dangers that face people today.

3. List the natural dangers that faced people a hundred years ago. Compare and contrast the two lists.

4. Write a story about the treatment of an accident victim a hundred years ago.

5. Collect photographs and other illustrations of fixtures, equipment, and utensils related to health and sanitation.

6. Check the dictionary for definitions of health, hygiene, and sanitation.

7. Interview the local police and health officials about the laws that regulate matters of health and sanitation in your community.

8. List laws that are designed to protect people from danger.

9. For someone who has never heard of the activity, write a report that explains how and why you take a bath, brush your teeth, shampoo your hair, and clean and cut your finger nails.

10. Write a report about the different attitudes toward hygiene and sanitation in different parts of the world.

11. List the ways in which late 20th century attitudes about privacy differ from those of a hundred years ago.

12. Write a story about life in an 1846 Iowa log cabin where two families of 14 people live in one room for a year.

13. Write a report about the earliest development of sewers and indoor plumbing.

14. Interview local officials about the problems involved with trash and garbage disposal and what proportion of the municipal budget is used for these activities.

15. Draw pictures or make models of facilities, rooms, and buildings related to hygiene and sanitation.

16. Check the local telephone book for all the companies and stores that sell equipment related to hygiene and sanitation or that provide other services to help maintain good hygiene and sanitation.

17. Ask a nurse or doctor to explain and demonstrate first aid for injuries of various kinds.

18. Learn emergency techniques for dealing with accidents or injuries.

19. List all safety rules in your school and indicate why these rules exist.

20. Write a short biography of a person who lived through a time of change from outdoor toilets to indoor bathrooms.

21. Discuss the use of the term "bathroom" for a room in which many things take place not related to taking a bath. What are the other terms used to mean an indoor toilet?

22. Visit a local hospital and ask about the changes in facilities and procedures during the past hundred years.

Assessment of Outcomes:

1. List all local agencies and companies that deal with matters of health, sanitation, and disposal of waste materials.

2. Compare and contrast the changes over the last hundred years in both attitudes and practices about hygiene and sanitation.

3. Write a report about the advances in medical knowledge and treatment during the past hundred years.

4. Make a list of human diseases and treatments for them.

5. Draw a map of your community showing all of the facilities that help people improve their health and sanitation.

Extensions and Adaptations:

Most of the activities listed under procedures can be easily adapted to meet the learning needs of most students at various ages. Many of the listed activities can be used as art, music, writing, math, or science projects. Be sure to draw on teachers within your school and resource people in your community. The folklife section of this curriculum provides a list of community resource ideas.

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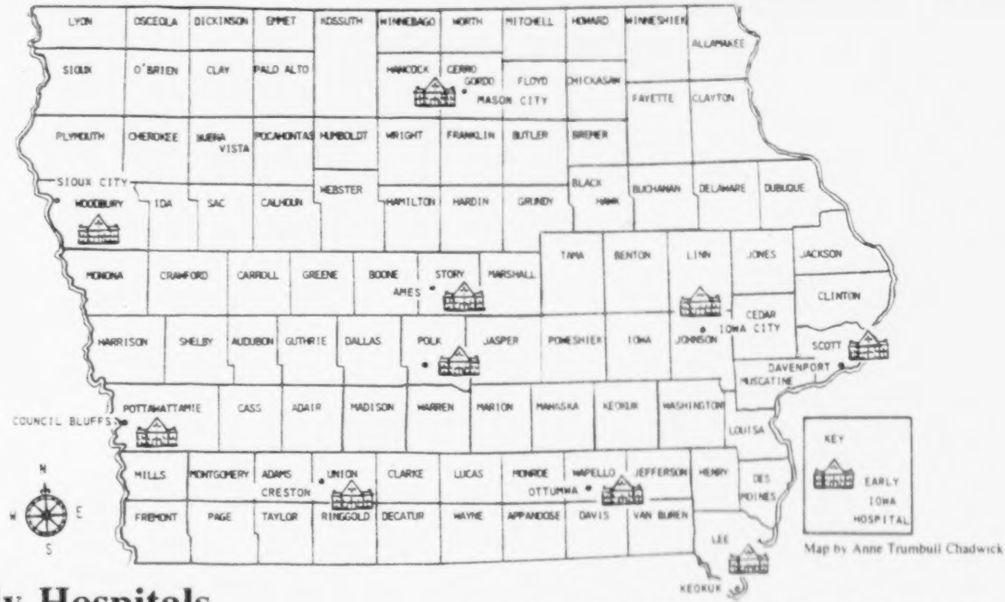
Wild Rosie's Map Page

Meet Wild Rosie, Your Official "Goldfinch Tour Guide" for a trip into Iowa's past.

Kurt Zaske



Map by Anne Trumbull Chadwick

Early Hospitals

Ames—Mary Greeley Hospital, 1916
Council Bluffs—Mercy Hospital, 1887
Creston—Cottage Hospital, 1894
Davenport—Mercy Hospital, 1869
Des Moines—Mercy Hospital, 1894
Iowa City—University Hospitals, 1873
Keokuk—College of Physicians & Surgeons, Medical Department of the Iowa State University in Keokuk, 1849-1850
Mason City—Mason City Hospital, 1909
Ottumwa—Ottumwa Hospital, 1894
Sioux City—St. Joseph's Mercy Hospital, 1891

Have you ever been to a hospital? Hospitals have not always been around. In the nineteenth- and early-twentieth centuries, most doctors went to patients' homes to take care of them. The switch from home care to hospital care is only one of the many changes in medicine.

The map above shows a few of Iowa's early hospitals. Often more than one hospital was located in larger towns.

Look at another Iowa map. Write the name of the town by the hospital on the map. Then answer the following questions.

1. In what year was Iowa's first hospital opened?

____

2. When was the Ottumwa Hospital opened?

____

3. What name most frequently appears in these hospitals?

____

4. What is the definition of the word? How does it relate to hospitals?

____

5. What is the closest hospital to your house today? (It may not appear on the map.)

____

Answers

(1) 1849; (2) 1894; (3) Mercy; (4) to show kindness; (5) answers will vary

Horse & Buggy Doctors

HE CARRIED his medicine chest with him as he climbed into the black buggy. It was beginning to rain and the doctor feared that the roads might turn into pools of mud. He didn't know if the horse would make it. He had about 50 miles to travel to see the sick Petersen baby. It would probably take most of the day to get there.

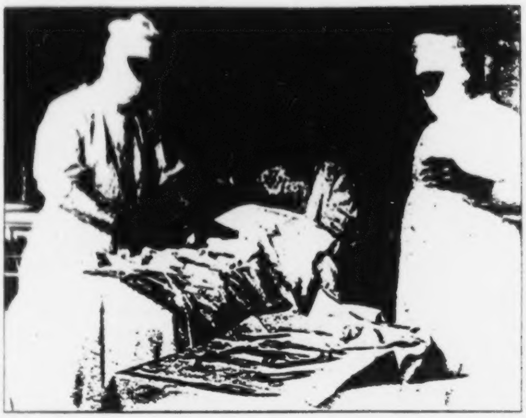
Dr. Nathaniel L. Bunce was Marshalltown's new doctor in 1857. The 28-year-old doctor rode his horse when the roads were too muddy to see sick patients in their homes.

Bunce was one of Iowa's early frontier physicians. According to the 1850 United States Census, there was one physician to every 355 people in Iowa. The territory was so large that doctors had to travel great distances to reach their patients.

Most nineteenth-century doctors knew little about what caused diseases. The nineteenth-century doctor could usually do the following to help patients:

- Give valuable assistance at childbirth
- Set broken bones
- Perform amputations and minor surgery
- Extract teeth
- Administer quinine to malaria patients*
- Vaccinate against smallpox**
- Give general, common sense advice about diet, exercise, and environment.

"Beyond this," writes historian Peter T. Harstad, "there was little else of value that physicians could do for patients other than to be kind and understanding." Doctors like Bunce worked by themselves and made house calls in patients' homes.


SHSI

These doctors perform an operation at St. Joseph Mercy Hospital in 1910.

Over time the role of the doctor changed. Preventing disease and **rehabilitating** (*RE-ha-bil-eh-tate-ing*; bringing back to a healthy condition) the sick were added to the healing role of the doctor.

Iowa's first doctors were mostly males. A few women were gradually admitted into medical schools and became doctors in the latter part of the nineteenth century (*see "Doctors Wanted"*).

How did the world of medicine change for doctors in Iowa?

"Scorpion Sting" Attack

Pioneers often relied on home remedies to cure disease before they contacted a physician. The most serious disease in frontier Iowa was called the "scorpion sting." Fever and **ague** (*a gyoo*; malaria) struck many homes. People could come down with chills and fever one afternoon, and die the next day. The symptoms included chills,

---

***Quinine** (*KWI-nine*; a bitter medicine made from bark used to treat malaria)

****Vaccinate** (*VAK-se-nate*; to introduce weakened germs of a disease into the body to make it resistant to attacks of that disease). **Smallpox** (a contagious disease marked by fever and sores) fever, and lack of energy.

"We could only eat when the chill was on us, being too sick when the fever was on," wrote Granville Stuart. "I well remember how the cup would rattle against my teeth when I tried to drink. . . . Almost everybody in [the] thinly settled part of Iowa would have the ague part of the time. . . . I can still see how thin and pale and woe-be-gone everyone looked." Doctors were helpless to find a cure.

A less serious, but annoying ailment was called **prairie itch**. "It was very amusing at times to see a whole family out around a log house, leaning against the butt ends of the logs," recalled Elisha W. Keyes, "scratching first one shoulder and then the other." Often the home remedy was lotion made "from the roots of the skunk-cabbage."

Medical Training

Before the Civil War (1861-65), some people practicing medicine were not graduates of medical schools. But many young people studying to be medical doctors (M.D.'s) read books, attended medical lectures, served as assistants to older physicians, and observed operations like amputations.

At the time, most medical students were trained in Europe or in the East. Many doctors came to Iowa with medical degrees from schools in Kentucky or Ohio.

Later more schools opened in the West. The State University of Iowa's medical department opened in its current home in Iowa City in 1870. (The medical department existed before the opening of the hospital three years later.) It first was called the College of Physicians and Surgeons of the Upper Mississippi in Keokuk in 1849-1850.

The Iowa State Medical Society was formed that year. The society was created to bring respect and professionalism to medicine.

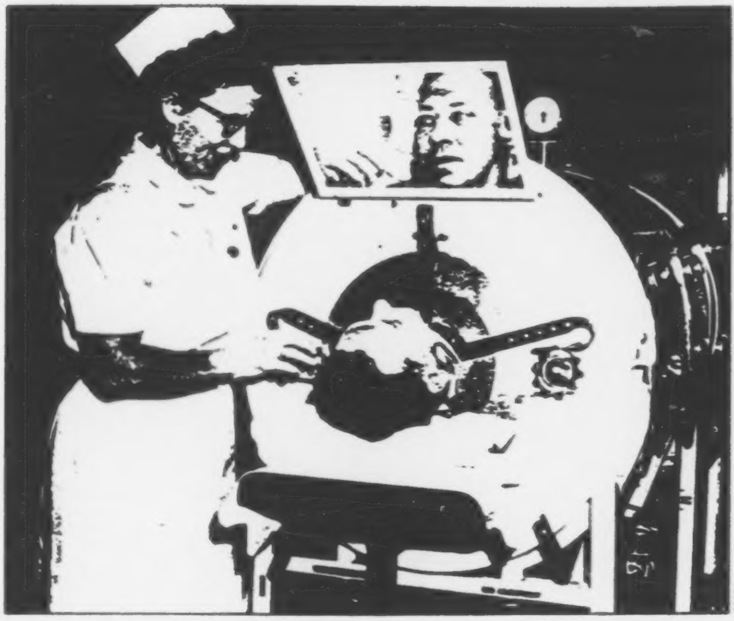
Bleeding

Physicians used simple drugs and instruments compared with the drugs and technological advances used by doctors today. In the medicine chests of most nineteenth-century doctors were a stock of basic drugs: castor oil, bark, calomel, Dover's powder, and quinine. They also carried unusual instruments. "In case of fever, a patient was generally bled," noted one historian. "Every physician carried **lancets** (small knives) for this purpose." It was believed that bleeding would relieve the body of disease. One doctor from Sibley wrote that he always carried "a pocket case of instruments, a few tooth forceps, an amputating case, and a pair of saddlebags."

What did these doctors do with their medicine chests? Practicing physicians often advertised their services in newspapers. One doctor's rates in Bloomington (now Muscatine) were:

First visit in town in the daytime	$1.00
Every succeeding visit	.50
Visit in the night time	1.50
Bleeding	1.00
Tooth Extracting	1.00
Attention on a patient all day or night by request	5.00

Not all physicians were strict about collecting their fees. Many doctors received food as payment instead of money. Dr. Campbell



In the 1950s polio was an epidemic that struck many homes. It was a virus that often caused paralysis. Some people, like this man, lived in artificial iron lungs. The artificial lungs helped a person to breathe when the lung muscles were too weak.

SHSI

Gilmer, who lived three miles outside of Ft. Madison, rode and answered "all calls, day or night, no matter what the state of the weather, and never made inquiry as to whether the patient was able to pay a fee."

Today's Doctors

Today's doctors work as part of health care teams. With the help of registered nurses, dieticians, dentists, pharmacists, and others, most physicians work in group practice and hospitals.

Physicians diagnose illness by asking about a patient's medical history (past health and illness), performing physical examinations, and ordering medical tests. Patients are now treated with drugs and surgery.

Like mid-nineteenth century doctors, today's doctors also give **vaccinations** (vak-se-na-shuns) and regular physicals, and conduct scientific research.

To become medical doctors, young men and women must meet strict educational requirements. They study in college and medical school for eight years. Additional years spent as interns and residents provide the needed experience to become doctors.

Men and women physicians have come a long way in working to prevent illness since the days when Dr. Nathaniel Bunce rode 50 miles in his buggy to see one sick baby.

Dandy Home Remedies

by Paul Stolt

Elmer Dandy trotted up the path to his house after school. He wanted to get his chores done early so he could read from the new book his teacher had given him. But as he got closer to home he saw his mother standing on the front porch.

"Elmer," she called, "could you get me some things from the woods and the garden before you come in? I need some slippery elm bark, some blackroot, an onion, some dill, and bring in a few logs for the stove, too!"

"Aw, Ma, do I haveta?" Elmer grumbled as he walked slowly toward the woods.

"Yes. Now hurry up! We haven't got all day," his mother said smiling.

"What is all this stuff for anyway?" he asked when he returned to the house.

"Well, your sister's got a bad cold and a nasty cough," she said throwing another log in the stove. "So I'm going to make her a nice cup of slippery elm bark tea and an onion **poultice** (*pole-tiss*)."

"What's a poultice?" asked Elmer.

"A poultice is something warm and moist, like these onions I'm frying," she said dropping a spoonful of **lard** (soft, white grease made from hog fat) in the frying pan. "When they're good and warm, I'll wrap them in this old towel and lay it on your sister's chest. It will help her breathe easier."

"Does she haveta drink that stuff, too?"

"Yes, the slippery elm bark tea will help her cough and sore throat."

"What are you doing with those dill seeds?" asked Elmer.

"I'm grinding them up to put in a glass of water. Your little brother Howard has the hiccups, and this will help him to get over them."

"What's this stuff?" Elmer asked pointing to two cups of steaming black liquid.

"That's blackroot tea," replied his mother. "Your brother Jonathan says his stomach aches, and it won't hurt for you to drink some also."

"Aw, ma!" Elmer moaned.

Elmer's leg began to itch. As he scratched, a red rash was beginning to show. His mother caught him scratching.

"Elmer! What are you doing? Let me see that leg," she said pulling up his pants leg.

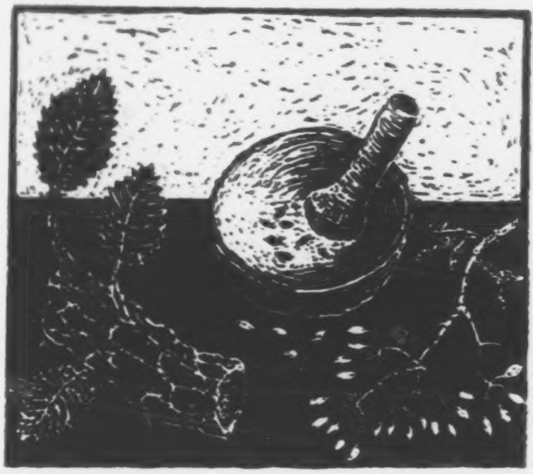
"My leg itches really bad, Ma. What's the matter with it?"

"It looks like you've gotten into some poison ivy when you were in the woods," said his mother. "You'll have to take a nice bath in baking soda water tonight!"

"Aw, ma!"

"Oh, you'll be all right. You can read your new book while you soak in the tub."

"Well, okay," Elmer said with a smile.



Art by Cynthia Moore

ACTIVITY

Can you match the home **remedies** (cures) with the **symptoms** (signs of sickness) that Elmer learned about in this story? Draw a line matching the remedy with the symptom.

(1) Slippery elm bark tea
(2) Blackroot tea
(3) Dill seeds
(4) Onions & lard
(5) Baking soda

Stomach ache
Cold & congestion
Poison ivy
Hiccups
Cough & sore throat

Answers
(1) slippery elm bark tea—cough & sore throat; (2) blackroot tea—stomache ache; (3) dill seeds—hiccups; (4) onions & lard—cold & congestion; (5) baking soda—poison ivy.

Doctors Wanted — Women Need Not Apply

In nineteenth-century Iowa, some women worked as nurses. Few were doctors. What barriers prevented women from becoming doctors?

by Sharon E. Wood

When Delia Irish was a girl growing up in Wisconsin, she may have heard about Elizabeth Blackwell, the first woman in America to graduate from medical school. Elizabeth became a doctor in 1849, when Delia was seven years old. Delia might have decided then that she, too, wanted to be a doctor.

In those days, there were not many places where a woman could study medicine. Even the college Elizabeth Blackwell had attended refused to admit any other women. So when Delia finished high school, she began to study medicine with a local doctor. That was the old way, but Delia wanted a modern education.

A special medical college just for women had been founded in Philadelphia, so Delia decided she would go there. She had to teach school to earn the money, but in 1868, she finally became a doctor.

With her new medical degree in hand, Dr. Delia Irish moved to Davenport to work as a doctor. She was one of only eight women physicians in the whole state of Iowa.

Transactions of the Iowa State Medical Society, 1879-80

Dr. Delia Irish was one of Iowa's early women doctors.

Many people did not think women should be doctors at all. A medical professor at Harvard University in Boston, Massachusetts, wrote a book claiming that education for women would ruin their health and make them unable to have children. In some places, the men in charge of licensing doctors refused to give women doctors licenses. Women were often barred from medical societies.

Opportunities in Iowa

Luckily, things were a little better in Iowa. Delia Irish was welcomed into the medical society in Davenport. And in 1875, she joined the state medical society.

When the medical school at the State

University of Iowa opened in 1870, both men and women were allowed to attend. Women came from all over the United States to study medicine in Iowa. Soon there was a woman on the board which licensed new physicians.

Gradually, more and more women became physicians. From the table below, you can see how male doctors continued to outnumber women doctors in the nineteenth century:

	1870	1880	1890	1900
Women	8	73	128	260
Men	1,857	2,962	2,923	3,749
Total	1,865	3,035	3,051	4,009

In some places, the men in charge of licensing doctors refused to give women doctors licenses.

Many women doctors became leaders of their communities. Dr. Jennie McCowen of Davenport supported many charities. She also wrote for newspapers in Davenport, Chicago, and Cleveland, Ohio, and helped edit the state medical journal. Dr. Sara Pagburn Kime of Ft. Dodge worked for better care for the mentally ill. She and her husband also ran a hospital for people with tuberculosis. Dr. Margaret Abigail Cleaves was a founder of the Des Moines Woman's Club. Later she moved to Pennsylvania

This illustration from 1870 shows a class of young women medical students at a lecture.

Frank Leslie's Illustrated Newspaper, April 16, 1870 where she was a pioneer in providing better care for mentally ill women.

"In union there is strength"

Even though the number of women doctors continued to grow, there were still only a few compared to the number of men doctors. A woman doctor might rarely get to meet and talk to another woman doctor. In 1898, some women decided that they could help each other be better doctors by starting an organization. The Society of Iowa Medical Women was the first state medical woman's society in the country.

"In union there is strength," proclaimed Dr. Azuba King of Des Moines, one of the first presidents of the organization.

"Each must give the best that is in her for the good of all," said Dr. Jennie McCowen, "standing shoulder to shoulder, and holding out hands of sympathy and helpfulness and good cheer to all newcomers."

The women met each year to discuss the pleasures and problems of their profession and to learn the latest breakthroughs in medicine. Sometimes they invited guests, like one of the first women surgeons, Dr. Bertha Van Hoosen, to give lectures at their meetings.

Struggles Ahead

It is not surprising that these women doctors felt the need to join together to support each other. In spite of the growing number of women in medicine and the acceptance many found in Iowa, some people still did not think women should be doctors.

In 1897, some women in the medical school at Drake University were harassed and insulted by male students. At first the medical school voted to end the problem by expelling all the women. But the directors of the university insisted that women had a right to study medicine, and the women were allowed to stay. Many of the women students did not feel welcome, so they left anyway to go to other schools.

From the days of pioneering women doctors like Elizabeth Blackwell and Delia Irish, women made great strides in the medical profession in the nineteenth century. But progress did not continue at the same pace in the twentieth century. Many medical schools continued to refuse to admit more than a few women. And women were not encouraged to become doctors.

In the 1970s, this began to change. More women are becoming doctors today, and medical schools gladly admit them as students. While there are still many more men than women in the medical profession, the future has never looked brighter for women who want to be doctors.

ACTIVITY

Look at the table on the previous page. Then answer the questions below.

1. How many women doctors were in Iowa in 1870?
2. How many men were doctors in Iowa in 1870?
3. How many more men than women doctors were there in 1900?
4. What was the first state medical woman's society?
5. Why did people think that women should not be doctors? Can you think of any other reasons?

Answers
(1) 8; (2) 1,857; (3) 3,489; (4) State of Iowa
Medical Women; (5) answers will vary.

Get Healthy Tips

by Chris Annicella

Did you know that many turn-of-the-century folks were into health fads? The big craze in exercise was bean-bag tossing and bicycling. Careful chewing and eating the new food—corn flakes—was supposed to ensure perfect digestion.

Bicycling was believed to cure asthma, diabetes, and other ailments. However, people feared that riding a bike might give you "bicycle face" or a set, strained look of tension caused by trying to maintain your balance. By the 1910s, the fitness craze dwindled.

Today we're in the midst of another health and fitness craze. However, experts say this is more permanent because of medicine's focus on the prevention of illness.

To help prevent disease and keep you healthy, we've collected a few basic health tips for kids:

Illustrations by Kathy Dee

Television and Fitness

What is the first thing you do after school? Do you practice for a team sport? Do you walk with your friends? Or do you take the bus home and flip on the television until dinner? Experts are discovering that how you spend your leisure time may indicate how healthy you are.

A Fitness Test: How Fit Are You?

Suppose you have a bus to catch and it is about three blocks away. What would you do?

(a) Know that you could catch the bus in time and run for it.

(b) Wonder if you could catch it, but run anyway. You might be pretty tired for awhile.

(c) Not even try, because you know that you could never run far enough to catch it.

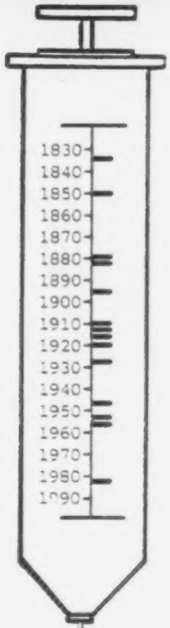
Your answer may give you a clue to how fit you are. As you can see, fitness is not just for athletes. Being fit means that you can participate in daily activities, like running without getting tired.

Nutrition: Feel Good and Eat Healthy

Have you ever heard the expression "you are what you eat?" It's true! Along with exercise, it is important to eat the right foods to stay healthy. Food provides fuel to your body so you can study, play, run, and even sleep.

**Before starting any new diet or exercise program, check with your doctor.*

Highlights in Health Timeline



1830s	Timothy Mason's, Iowa's first drugstore opens in Dubuque
1849	Iowa's first hospital opens in Keokuk
1880	Iowa State Board of Health created
1881	American Red Cross organized by Clara Barton
1895	X rays discovered
1910	First White House Conference on Child Welfare
1912	First vitamins discovered
1918	Influenza epidemic
1920	Iowa's first visiting nurse service begins in Davenport
1928	First antibiotic drug, penicillin discovered
1948	Framingham, MA heart disease study begins. Researchers find that over time some lifestyle habits (like smoking) can contribute to heart disease.
1953	Polio vaccine discovered
1954	First organ transplant—kidney
1982	First implant of a permanent artificial heart

Look at the timeline. Answer the following questions by filling in the blanks after the questions.

1. When did Iowa's first drugstore open? ____________________
2. What state agency was created in 1880? ____________________
3. Where was Iowa's first hospital located? ____________________
4. Who helped to organize the American Red Cross? ____________________
5. What was invented in 1895? ____________________
6. When did the influenza epidemic begin? ____________________
7. What was the first successful organ transplant in America? ____________________
8. How many years later was the first permanent artificial heart implanted? ____________________
9. What did researchers learn from the Framingham study? ____________________
10. When was the polio vaccine discovered? ____________________

Kay Chambers

Answers

(1) 1830s; (2) Iowa State Board of Health; (3) Keokuk; (4) Clara Barton; (5) X-rays; (6) 1918; (7) kidney; (8) 28; (9) some lifestyle habits can contribute to heart disease; (10) 1953.

MILK
SKIPPETY HOP, THE CREAM'S ON TOP. THE MILKMAN IS OUR FRIEND.
WE'LL TAKE [illegible] WILL HEALTH AND VIGOR LEND

SHSI

A Nutrition Foundation

It is important to eat a balanced diet choosing foods from each of the four food groups to get all of the nutrients your body needs.

(1) Vegetable and fruit	4 servings per day
(2) Bread and cereal	4 servings per day
(3) Milk and cheese	3 servings per day
(4) Meat, poultry, fish, and beans	2 servings per day

What about that yummy fifth food group—sweets? Are sweets such as candy, pop, and cookies forbidden? Experts say no. If you eat a balanced diet and exercise regularly, it is okay to occasionally eat sweets.

Fitness Tips

- Try many different activities. Choose a "lifelong sport"—one you can enjoy all your life. You may like to play team sports now, but as you get older it may be harder to find others to play with. Some lifelong sports include: cycling, swimming, running, walking, aerobics, tennis, and racquetball. Experiment!
- Remember to warm those muscles by stretching before exercising.
- Keep it fun! Get your family and friends involved.
- Think of exercise as your leisure time. It is not a punishment.
- If you prefer reading to running, try walking as your exercise.
- For more information, write for the publication "Get Fit." It offers kids exercises to help them to get ready for the Presidential Fitness Award Test. Write: PCPFS, 450 5th Street NW, Department 81, Washington, D.C. 20001.

Be Chewsy

Snacking may bring to mind candy bars and potato chips, but these foods are high in sugar and calories, and have little nutritional value. They may give you an energy spurt, but it won't last long. If you like to munch between meals, nutritionists suggest eating fruit, yogurt, popcorn, vegetables, or nuts.

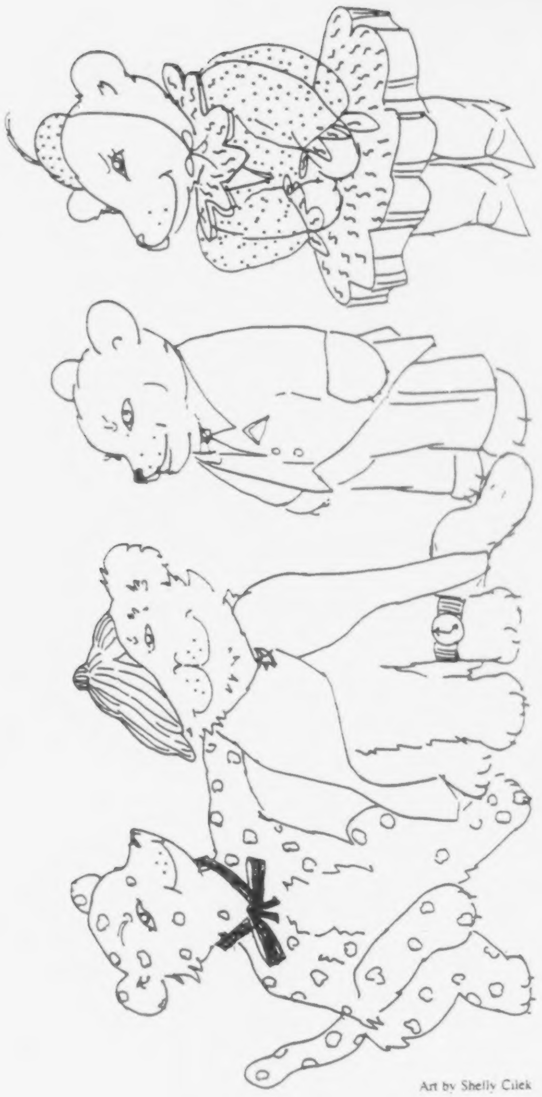
Other Health Tips

- Teeth are an important part of overall health. How often do you brush and floss your teeth? Experts say that most tooth decay can now be prevented by brushing twice a day and flossing once a day.
- How much sleep do you get each night? If you find that you are tired and cranky throughout the day, chances are that you are not getting enough sleep. Sleep will make you feel alert and ready to go.
- As summer nears, be careful of staying out too long in the sun. Too much sun is not healthy for your skin.
- Call TEEN LINE at 1-(800)-443-TEEN, the only health information line for kids in the United States! Call day or night if you have questions relating to health or fitness. (This is not a crisis line, but a health information line.)

A healthy lifestyle will make you feel better, look better, and will help you live a long, enjoyable life. Start now to get healthy!

Health Anagrams

Rearrange the letters of the strange phrases on the left to make words that have to do with health. Make the words on another piece of paper and then draw a line from the funny phrase on the left to its matching health word on the right.



Art by Shelly Cilek

vice can
seem dire
hail spot
run sing
rod cot
pact is harm
demi epic
fun in zeal
expect fancy lie
rod cross
all the hip cub
me tent rat
Lock fine dime
eye nigh
a seen at his
us Gerry
visa mint
I or scale
it dents
nut in riot
I cob era
Tess fin
seas die
I pencil nill
ripe on vent

life expectancy
vaccine
surgery
nutrition
hygiene
influenza
fitness
disease
aerobic
penicillin
doctor
remedies
dentist
hospital
prevention
calories
nursing
pharmacist
epidemic
Red Cross
folk medicine
anesthesia
vitamins
treatment
public health

Answers

vice can—vaccine; seem dire—remedies; hail spot—hospital; run sing—nursing; rod cot—doctor; pact is harm—pharmacist; demi epic—epidemic; fun in zeal—influenza; expect fancy lie—life expectancy; Rod Cress—Red Cross; all the hip cub—public health; me tent rat—treatment; lock fine dime—folk medicine; eye nigh—hygiene; a seen at his—anesthesia; us gerry—surgery; visa mint—vitamins; I or scale—calories; it dents—dentist; nut in riot—nutrition; I cob era—aerobic; tess fin—fitness; seas die—disease; I pencil nill—penicillin; ripe on vent—prevention.

Making a Living

Grade Level **3-8**

Class Periods **2**

Goals/Objectives/Student Outcomes:

Students will:

- **Understand the many ways people support themselves and their families.**
- **Learn about the different tools, utensils, and costumes used by people in their jobs.**
- **Realize the many different kinds of compensation people receive for different kinds of work.**
- **Learn about the types of preparation needed to secure jobs and where such preparation can be obtained.**
- **Understand the roles that age, gender, race, and other biological factors play in securing and keeping employment.**

Materials:

1. Newspaper want ad sections, old and new
2. City directories, old and new
3. Time to look at television programs
4. College and other school catalogs
5. Photographs showing people doing work
6. Magazines, old and new
7. Business advertisements that show products

Background:

The activities by which people make a living can be divided into several categories, including professions, occupations, jobs, and work. A profession requires relatively specific training over a longer period of time. People may participate in occupations for a long period of time, but occupations generally require "on-the-job" rather than formal training. Jobs may require no training at all, and may last for short periods of time. Work is unpaid effort without which life would be more difficult. Examples of work include mowing lawns, shoveling snow, washing dishes, vacuuming floors, ironing laundry, and other household tasks that must be done but for which we receive no special pay.

Education and training necessary to make a living have changed a great deal. In earlier cultures people learned their skills from their parents or other relatives, or as apprentices to skilled workers. Today fewer people learn how to make a living from older relatives or friends and many professions and occupations require graduation from high school, college, or graduate schools.

Seasonal variations are less as important in industrialized countries than in agricultural societies. Today the daily routine for different sorts of professions, occupations, and jobs are so varied as to defy generalization. We still have to make a living, but we do so in ways that vastly differ from those in previous generations.

Procedure:

This thematic lesson plan is intended to introduce this particular topic to students. The activities are intended to introduce students to the process of inquiry that can be applied to the study Iowa history. In many cases the same activities can be used to explore the topic in a variety of Iowa history time periods. This lesson plan can also be used in conjunction with other topical areas in this curriculum.

These thematic lesson plans underscore basic skills such as reading, writing, communicating orally, and collecting reference sources. Many of the activities will give students practice in using higher skills as in reading, writing, communicating orally, collecting reference sources and using a library; distinguishing between primary and secondary sources; using charts and timelines; and developing vocabulary. The teacher can introduce higher level skills through these activities such as collecting information from a variety of sources through observation and questioning; compiling, organizing, and evaluating information; comparing and contrasting; drawing conclusions or inferences from evidence; considering alternative conclusions; making generalizations; recognizing points of view; understanding how things happen and how things change; recognizing how values and traditions influence history and the present; grasping the complexities of cause and effect; developing a chronological sense; and understanding events in context.

Activities:

1. Discuss the definitions of jobs, occupations, professions, and work. What are the similarities and the differences?

2. Portray in two- or three-dimensional form an occupation or profession that you would like to pursue as an adult.

3. List differences between work in each of the four seasons.

4. Write the daily schedule of an adult worker.

5. Review the want ads in a daily newspaper and compare the types of jobs for which there seems to be the most demand.

6. List occupations that were common a hundred years ago but which no longer exist.

7. List occupations that are common today but which did not exist a hundred years ago.

8. Prepare a report on job-related courses that can be taken in the high school in your district and explain how the courses can help a person get or keep a job.

9. Examine issues of old newspapers and city directories to see what occupations and jobs are mentioned.

10. Read historical biographies from your county to see how individuals described their work.

11. What institutions of higher education exist in your state? What professions require a degree from a two-year college; a four-year college; a graduate school?

12. Make a chart of the number of years of training or education needed to gain employment in at least ten selected professions and occupations.

13. Prepare a bulletin board display of illustrations showing a variety of people at work.

14. List the types of jobs that have been associated with physical danger.

15. List occupations that traditionally have been performed by women; by men. Discuss the reasons for these differences based on gender. Have these occupations always been primarily performed by one gender or the other?

16. Compare the products and services that result from a variety of jobs and list them as necessities or as luxuries.

17. Watch a television show that portrays occupation and work situations and write evaluations of whether the portrayals are realistic.

18. Prepare a model fictional resume that would impress a prospective employer.

19. Pair into teams and role play a job interview situation.

20. Find examples of paintings and music that have a work or occupation theme.

21. Prepare a report on geographical variations in occupations and discuss reasons for the differences.

Assessment of Outcomes:

1. List occupations by which people make a living in your town or county.

2. Draw a chart that shows which occupations in your area are predominantly performed by women, and why; those that are predominantly performed by men, and why.

3. Display models or drawings of tools, utensils, and machines used in occupations that were common a hundred years ago.

4. Prepare sample advertisements to recruit workers for a job and sample advertisements to sell work products.

5. Interview a worker and write a report about the training and skills involved in the job.

Extensions and Adaptations:

Most of the activities listed under procedures can be easily adapted to meet the learning needs of most students at various ages. Many of the listed activities can be used as art, music, writing, math, or science projects. Be sure to draw on teachers within your school and resource people in your community. The folklife section of this curriculum provides a list of community resource ideas.

Resources:

Contact the Iowa History Resource Center at the State Historical Society of Iowa for a list of books, videos, organizations and ideas for studying Iowa history. Write to: Education Coordinator, State Historical Society of Iowa, 600 East Locust, Des Moines, Iowa 50319.

Badges of Pride:
Labor in Iowa

Grade Level **5**

Class Periods **2**

Goals/Objectives/Student Outcomes:

Students will:

- **Gain an awareness of the history of American labor and Iowa's role in that history.**
- **Recognize various symbols and images that represent workers.**
- **Identify job opportunities available to Iowa women.**
- **Use the hands-on activities to experience various job skills.**

Materials:

1. Magazines
2. Scissors and tape
3. *The Goldfinch* articles and worksheets
4. Newspapers

Background:

How workers view themselves and how others view them reflects both the changing relationships among workers and the changing attitudes of their observers.

Artists, advertisers, publishers and politicians often have depicted "labor" as a distinct group of people. To promote their own interests in the workplace and the community, workers formed organizations. Many workers, proud of their accomplishments, had their portraits painted. These portraits often depicted the workers with their tools and work clothes. This illustrated their status in the community, and expressed the prevailing sentiment that the future of the United States depended on its workers.

The development of photography allowed more people to have their portraits done. By the end of the 19th century, more workers chose to be photographed with their families instead of their tools. This underscored the declining status of the worker in a society where status was based on wealth rather than an occupation.

Popular images have influenced the way Americans view labor. Early artisans adopted symbols used by European craft guilds to show commitment to their craft. The artisans of the late 1700s were represented by leather aprons, a symbol of skill and respect. After the Civil War, groups like the Knights of Labor organized industrial workers. By the late 19th century, workers were depicted as victims of industrialization, wearing overalls and mechanic's hats. By 1900 trade unions often used a picture of two hands clasped in a hand-shake to represent solidarity. Some unions held radical views and called for a restructuring of society. An arm and hammer often symbolized these groups.

Sometimes portrayals of workers were negative, showing labor unions and workers as obstacles to progress. Immigrant, African-American, and women workers were sometimes depicted as unflattering stereotypes. In the 20th century, the factory worker—or the "working stiff"—became the image for labor.

To encourage productivity and loyalty during World War II, posters emphasized workers' strength. Later, artists used the symbols of the construction worker and the hard hat to represent labor. Today, labor symbols and advertising show that unions are for everyone, regardless of race or gender.

Unions have been successful in Iowa from the mid-19th century to the present. John L. Lewis, a man from the Iowa coal fields, was an important national labor figure from 1920 to 1960, when he was president of the United Mine Workers of America. He also founded the Congress of Industrial Organizations (CIO).

As Iowa's industrial base expanded in the 1930s and 1940s, laws affecting workers were passed at the state and federal levels. After the passage of the Wagner Act in 1935, unions gained the right to bargain collectively. In 1947, when the Iowa legislature was enacting a "a right to work" law, thousands of workers took a "holiday" to protest at the state capitol.

By 1900 increasing numbers of women were seeking employment outside the home. Many of these women were young and single. They discovered that some jobs, considered inappropriate for women, were unavailable to them. Women most frequently found jobs in industries making garments, candy, buttons, and mattresses. Others worked as clerks in shops and offices. Women were often hired because employers could pay them lower wages and because women were less likely to unionize.

It was commonly thought that women did not need to earn higher wages because they could be supported by husbands and fathers. In reality, many women supported their families, sometimes all by themselves. Women often became clerical and community workers.

Iowans found work in a variety of businesses and industries. Certain jobs, such as coal mining, were dangerous. Sometimes it took a disaster, like the one at the Lost Creek Mine, to improve safety measurers. Railroad workers were among the first to organize unions in Iowa. A long tradition of book, magazine, newspaper, and calendar publishing in the state created jobs in the printing trades. Workers such as carpenters in the building trades constructed buildings, bridges, and other structures around the state.

Vocabulary

Some of the terms below were coined in the 19th century when men were by far the predominant trade workers. The following vocabulary therefore reflects this male bias.

Apprentice: A person learning a trade or occupation.

Artisan: A person manually skilled in making a particular product.

Brotherhood: All members of a specific profession or trade; an association of people united for a common purpose.

Capitalist economy: An economic system in which individuals or companies, rather than government, own most factories and businesses, and laborers produce products for a wage.

Guild: A medieval association of artisans.

Journeyman: One who has served an apprenticeship and is a qualified worker in another's employ.

Labor: Workers, the laboring class; the trade union movement.

Master: A worker qualified to teach apprentices and to carry on his or her craft independently.

Solidarity: A union of interests, purposes, or sympathies among members of a group.

Strike: To cease working to obtain specific conditions from an employer.

Stereotype: An image or idea that is considered typical of a group, but may not be true of individuals in the group.

Trade: Occupation, especially one requiring skilled labor; craft.

Trade union: A labor union or an association of trade workers to promote and protect the rights of their members.

Procedure:

1. Ask students to read introductory material from *The Goldfinch.*

2. When people introduce themselves to others they often began by describing what they do for a living. This indicates that for many people, their job is an important part of their identity, like their name. Ask students how this compares to past attitudes about work. Encourage students to ask their parents or some other adults to describe themselves to you as though you were meeting for the first time. Ask students to see if they include information about their work.

3. Have students interview parents, grandparents, and great-grandparents about the jobs they have held. Students can bring their findings to class and with their classmates develop a master chart of years and occupations. Have students study the chart to see if they can draw any conclusions about labor from the chart.

4. Make a book of images that represent labor. Students can do their own illustrations based on what images they can find in newspapers and magazines. Use the bibliography of resources to think of more ideas. What symbols could be used to represent workers in the 1990s?

5. Some Iowa industries have experienced strikes, plant closings, and layoffs. You can read about these events in newspapers. Check your local library for microfilmed newspapers for the years 1935 to 1940 to see if your area was affected by a strike. Discuss the following questions with students: Why were the workers on strike? What were their needs? How did the company owners respond to those need? How did the strike end?

Assessment of Outcomes:

Complete interviews with parents and grandparents and develop a master chart of occupations. Have students hypothesize why certain occupations are mentioned and others are not. Help them compare and contrast occupations in past time periods with today's occupations. Have them extrapolate from their observations and project what occupations will exist and what labor unions will be like in the next century.

Extensions and Adaptations:

Have students perform the play "STRIKE!" from "Labor in Iowa," *The Goldfinch* 10 (February 1989): 10.

Have students research labor issues in their county or community. Look on the reference shelf in your library for the *Directory of Iowa Manufacturers.* Ask who is the biggest employer in your community. What would happen if the plant was closed? If workers could not find other jobs, discuss what impact this would have on other businesses in the community.

Resources:

"Early Manufacturing." *The Goldfinch* 2 (November 1980). (SHSI)

George Gerson Korson. *John L. Lewis, Young Militant Labor Leader.* Indianapolis: Bobbs-Merril, 1970. (Children's book) 200 pp. illus. (SHSI)

"Labor in Iowa." *The Goldfinch* 10 (February 1989). (SHSI)

"Working Women in Iowa." *The Goldfinch* 8 (November 1986). (SHSI)

Harry Booth. "You Got to Go Ahead and Get Killed: Lost Creek Remembered." *The Palimpsest* 71 (Fall 1990): 118-125. (SHSI, PL)

Merle Davis. "Horror at Lost Creek: A 1902 Coal Mine Disaster." *The Palimpsest* 71 (Fall 1990): 98-117. (SHSI, PL)

Mary Allison Farley. "Iowa Women in the Workplace." *The Palimpsest* 67 (January/February 1986): 2-16, 21-27. (SHSI, PL)

Dorothy Schwieder. *Black Diamonds: Life and Work in Iowa's Coal Mining Communities, 1895-1925.* Ames: Iowa State University Press, 1983. 203 pp. (SHSI, PL)

"Perspectives on Sioux City." *The Annals of Iowa* 50 (Fall 1989/ Winter 1990). (SHSI, PL).

H. Shelton Stromquist. *A Generation of Boomers: The Pattern of Railroad Labor Conflict in Nineteenth-Century America.* Urbana: University of Illinois Press, 1987. (SHSI)

The Last Pony Mine. (16mm film) Iowa State University, 1971. 23 min. (Area Education Agency, State Library)

Yesterday and Today: The Labor Movement in Iowa. (16mm film) 1978. 23 min. (State Library)

Voices From the Past

WHY DO PEOPLE join unions? How do unions work? How do they assist employees? How do unions help communities? The Iowa Federation of Labor, AFL-CIO conducted one thousand interviews with Iowa workers to find the answers. The following excerpts are from the Iowa Labor Oral History Project and are used with the kind permission of Mark L. Smith, Secretary-Treasurer, Iowa Federation of Labor, AFL-CIO.

The following excerpt is from an interview with a Keokuk worker. Why was a union formed at his company?

"When we formed a union in the 1930s, the things we were looking for were better working conditions and better wages. That's what caused us to organize. We had no fringe benefits. We had no vacation pay.

"I remember one time I got laid off, and I had more seniority than my father. But the company would keep him working during the slack periods, and I'd be laid off. It happened throughout the plant. If management liked the color of your hair, you got to work. If you were a good friend of the boss, you could work."

SHSI

Maytag washing machines had a seamless washtub which made them popular. This photograph of a Maytag employee was taken in 1938. The same year a strike was called at the Newton plant. The Iowa National Guard was called out for the strike.

What do you think caused this former worker at a chair factory to join a union?

"I was a teenager, and they was paying me thirty cents an hour. The older people that was doing the same job was getting thirty-five. The fellow that I worked for was a life-long resident of Burlington and a striker that went on strike in 1922 at the railroad shops. He raised so much trouble with the company for taking advantage of a kid that they did raise me to thirty-five cents an hour. They was only giving me thirty because I was single and a teenager. . . ."

An industrial worker from a Quad Cities plant joined a union in 1940. Why did he join?

"Well, working conditions were mighty bad. Things weren't clean—restrooms, machinery, work areas were in bad shape. Lighting was bad.

There was no heat. . . . It was terrible working there. That's one of the first things the union got. We got the union in and the first thing we did was clean the shop up.''

How did this Waterloo woman and other employees of a large department store form a union?

''We organized very hush-hush. We started probably around July 1959. One of the girls contacted a man from [a retail department store union] in Cedar Rapids, and he helped us get organized. He talked to us away from the store, and then we met in one of the hotels near the store, and that's where our group organized. Most of our husbands were union members, and this, of course, spurred us on. We had backing from them. . . .

''We asked the company to let the union in. Of course, they tried to keep us from getting the union. They tried to discourage us in every way, shape and form. They threatened us that we'd lose our jobs and things like that. We finally had the election, and we won, and there was no way they could keep the union out. The vote for the union was overwhelming. It covered the girls that worked in the coffee shop and the tea room, as well as those of us that worked in the store.

''When we finally got organized enough, we presented a list of demands. We were asking for a forty-hour work week, with time-and-a-half over forty hours. A dollar an hour was what we were asking for in wages. And we wanted some sort of insurance benefit.''

A union member from Waterloo recounts some of the ways unions have helped to improve the quality of life. What are they?

''. . . Our educational system is a great beneficiary of the labor movement because we insisted that education be made available for all kids. [Unions] took the kids out of the shops. The child labor laws are really an outgrowth of the labor movement.

''Without the labor movement negotiating for better wages and working conditions . . . two-thirds of the people . . . wouldn't have all the conveniences they've got now. They wouldn't

SHSI

Everyone in a family is affected when workers strike. In the 1961 strike against the Sioux City Dressed Beef Company, kids and parents alike picketed the company.

SHSI

Workers don't sit around when their union goes on strike. Like these 1961 Sioux City strikers, some people picket, wear sandwich boards, and talk to others in order for the strike to work.

have bathrooms in their homes, electricity . . . or refrigerators. . . .

"The American people are much healthier now than when I was a kid. Our unions cleaned up these plants [that is, those that sweated labor from children and were dirty, ugly, unsanitary and unsafe workplaces.] They've cleaned up the mills and garment shops.

"Food stamps are a result of the labor movement demanding that hungry people be fed. Because of the labor movement, working people can afford health insurance, life insurance, home insurance. My dad didn't even know what the word 'insurance' meant. There wasn't such a thing for the poor farmer or working man when he died in the early 1930s. . . ."

Many union members sponsor a wide variety of activities to improve community life. A union member from Burlington describes some of her local union's community work:

"We sponsor Little League ball teams, both a boys' and a girls'. We sponsor a few bowling leagues for both men and women. . . . Right now, the Women's Committee of our local is in the process of setting up a scholarship program at the local community college for any young person who wants to learn more about the labor movement. . . ."

A Cedar Rapids woman tells about the community activities of her local union. Are unions in your area involved in community activities? If so, what?

"Our people become involved in all sorts of community affairs. We have people who are involved in the Kinship Program. That's a program sort of like the Big Brother and Big Sister programs, where you take a child or young person under your wing, and you donate some of your time to helping the child. You can take the child to your home or take her/him out to places and be friends with her/him."

Coal Mine Map

This is a historical map showing the Consolidation Coal Company mines in southeastern Iowa. It shows railroad lines, political boundaries (such as county lines), and some towns that no longer exist. Answer the questions below by filling in the blanks.

1. Find Buxton on the map. What county is it in?

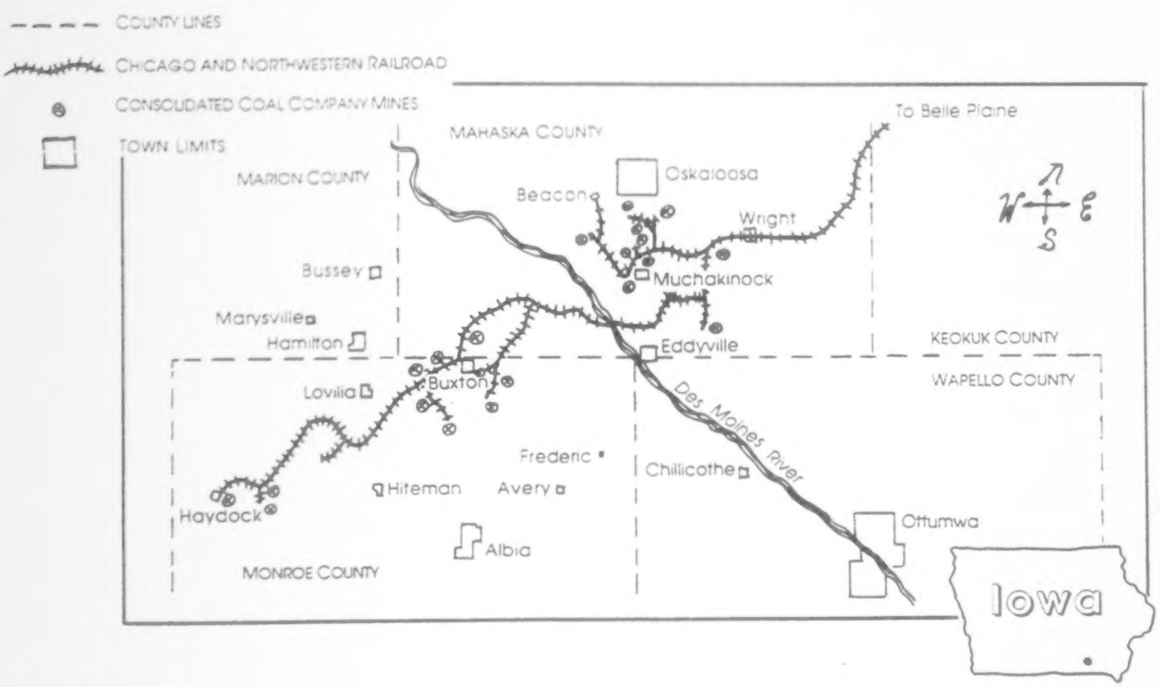
2. Consolidation Coal Company towns were located near mines and railroad tracks. Which three towns were owned by the company?

3. Why are the coal mining towns by railroads?

4. What political boundaries does the Des Moines River pass through?

5. What direction would you travel from Buxton to Haydock?

MAP CHALLENGE: Look at a current Iowa map. Which towns on the *Goldfinch* map still exist today?



Map by Shelly Cilek

Children at Work

by Chris Annicella

The horrors of working conditions for children were exposed in this poem called "Nursery Rhymes." It was first published in about 1911 in the newspaper, *The Progressive Woman*. Many young people in the United States and in Iowa worked long hours in dark factories, on cold streets, and in dangerous mines. At the time some employers said, "Why hire a man for a dollar when you get a kid for a dime?"

In the late 19th century many people thought that **idleness** (not working) was not good for children. If children were not in school, they should be at work. Iowa children worked in coal mines, button and candy-making factories, laundries, department stores, and other types of shops. Boys sold newspapers on the streets of Des Moines and other cities. Girls worked as **domestic servants**—washing, cleaning, cooking, and caring for children. Both boys and girls worked endless hours on Iowa farms.

Laws to protect

States were slow to adopt laws to protect children from injury and unhealthy working conditions. Iowa passed its first child labor law in 1874. It stated that no females, and no males under 10 years of age were allowed to work in mines. The 1902 Factory Act prohibited any person under 16 and all females under 18 from cleaning machinery while it was in motion. But the law still allowed children to work if they signed a paper that said employers were not responsible if the children were hurt.

Gradually more protective laws were passed. By 1915 a child labor law was passed prohibiting employment for children under 14 in amusement places. Kids under 16 could not work in mines, bowling alleys, or at dangerous occupations. Some children in Iowa were not allowed to skip school because they had to go to work. Yet children working in agriculture and in street trades—such as selling newspapers—were not protected by these laws.

Working on the farm

In the late 19th century many children who lived on farms were kept out of school during the spring and fall to help plant and harvest crops. Farmers thought child labor was an economic necessity. They believed they needed the extra hands to help with the work.

Farmers who could afford to employ extra labor often hired boys and girls to help with the farm and domestic chores. For $1.50 per week hired girls cooked meals, cleaned houses, washed clothes, and took care of children. Hired boys helped to build fences, care for livestock, plant, cultivate, and harvest crops, and "do the chores."

Many laws protecting children have been passed since the days when Iowa children worked 10 hours a day, six days a week in dangerous jobs. But even today Iowa kids working on farms and in other jobs sometimes face dangers just as youngsters did one hundred years ago. Almost every week an Iowa child is seriously injured in an agricultural accident. For information on safety for children working on farms, send a self-addressed, stamped, business-size envelope to: Farm Safety for Just Kids, Route 3, Box 73, Earlham, IA 50072.

Strike!
A Play to Read or Perform
By Katharyn Bine Brosseau

Cast:
Narrators A-E
*Isaac "Red" Oransky, 16
*Louis Lazarus, 14
*John Ronsky, 15
*Robbie Clayman, 13
} newsboys
*William Byrnes, a manager for the *Daily News*
*Lafayette Young, a manager for the *Capital*
Anna Oransky, Red's mother
Abby Oransky, 17
Jenny Oransky, 12
} Red's sisters
Sarah Marsden, a customer
Clara Tupper, 12, Jenny's friend
Police

Note: The words in italics and parentheses (*like this*) tell the actors what they should be doing as they speak lines or what tone of voice they should use.

The characters with * by their names are real. We don't know exactly what they said, but the events were taken from newspaper accounts.

Props:
table
6 chairs
newspapers
watermelon or orange rinds
whistle
a few pennies

Foster Collection, State Historical Society of Iowa, Iowa City

EXTRA! EXTRA! Read all about it! Newsboys on strike! Why do people **strike** (stop working at their jobs)? One reason—they think employers are unfair. In 1898 Des Moines newsboys went on strike because they wanted to make more money. At that time people bought their newspapers from children.

The *Capital* and the *Daily News* were two Des Moines afternoon newspapers. To sell these newspapers, the boys first had to buy them. If they sold 100 copies of the *Capital*, they made one dollar. If they sold 100 copies of the *Daily News*, they made 40 cents. Read the play to find out why the newsboys went on strike.

ACT ONE

Narrator A: It is August 8, 1898. Lafayette Young of the *Capital* sits around a table with the newsboys. He has just told the newsboys that if they wish to sell the *Capital*, they cannot sell any other afternoon newspaper.

Robbie Clayman: Mr. Young, does this mean if I take your dime, I can't sell the *Daily News* anymore?

Lafayette Young: No, Robbie. You can sell whatever morning paper you want, but I'm offering you an extra dime per week to sell only the *Capital* in the afternoon.

Robbie (*shakes his head*): Mr. Young, I can't do that. I sell both papers!

Young: No dime for you then, Robbie. (*He looks at Red Oransky.*)

Red (*stands up and puts on his cap*): Nobody buys your rag! Newsboys know better than to sell it. You can keep your stinking dimes!

Narrator A: The boys throw the dimes back at Young, who hides his head in his arms.

Young (*looks up*): You'll pay for this, Red!

ACT TWO

Narrator B: Out on the street, the boys gather in a circle.

Louis Lazarus: What are we going to do now?

Red: Don't worry. Young won't sell his own papers. He needs us more than we need him.

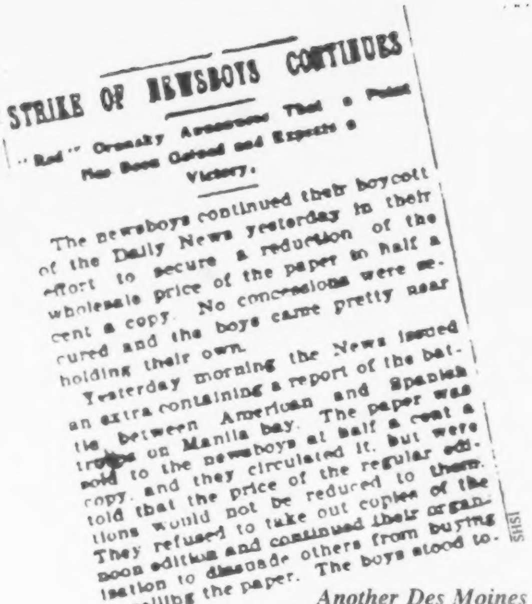
John Ronsky: Let's ask the *Daily News* if they will lower our price for their paper!

Robbie: Yeah! We could tell them we will boycott (*or won't sell*) the *Capital* if the *Daily News* drops the price to us!

Narrator B: The next day, Red talks to the *Daily*

Newsboys gathered in front of the Iowa City Citizen. *This photograph was made from a film shot about 1923.*

SHSI, Des Moines



STRIKE OF NEWSBOYS CONTINUES

"Red" Oransky Announces That a Point Has Been Gained and Expects a Victory.

The newsboys continued their boycott of the Daily News yesterday in their effort to secure a reduction of the wholesale price of the paper to half a cent a copy. No concessions were secured and the boys came pretty near holding their own.

Yesterday morning the News issued an extra containing a report of the battle between American and Spanish troops on Manila bay. The paper was sold to the newsboys at half a cent a copy, and they circulated it, but were told that the price of the regular editions would not be reduced to them. They refused to take out copies of the noon edition and continued their organization to dissuade others from buying or selling the paper. The boys stood to-

SHSI

Another Des Moines newspaper published an article about the strike

News newsboy manager William Byrnes.

William Byrnes: I'm sorry Red. The paper cannot drop its prices for you boys.

The boys are pretty upset. They won't like this. We might just quit selling your rag.

Byrnes (*looking worried*): I wouldn't do that if I were you. . .

Narrator B: Out on the street, the boys gather.

John: Let's just quit selling the papers! We'll go out on a strike!

Robbie: If I don't sell the *Daily News*, how will my little sister get shoes for school?

Louis: I'm worried about what Ma will say when she finds out that I can't help pay for food.

Red: We can't sell the *Daily News*. If we give in too soon, Byrnes is going to think that we ain't got backbone! He might even try to up our prices. If that happens, we'll be worse off than where we started.

ACT THREE

Narrator C: Later that night the newsboys sit at tables in an alley by the *Daily News* and eat watermelon.

Louis (*whispers*): My pa says I've got to sell newspapers.

John: But Louis, you can't sell papers until the strike is over.

Louis (*shows his full bag of papers to John*): I've bought the papers already. I'm going out tonight to sell them.

John (*loudly*): Oh, no you're not! We've got to stick together, you traitor—you scab!

Narrator C: The two boys wrestle. Copies of the paper fly around the alley. The other boys jump up.

Robbie: Get them!

Narrator C: Louis heaves a watermelon rind at John but hits a table. The other boys aim rinds at Louis. John hangs onto Louis, who is trying to reach the end of the alley.

Louis: Let me go! I've got to sell my papers! Help!

Robbie: John, duck. I'm going to get him. (*Robbie aims another rind at Louis but hits John*).

Narrator C: The boys hear whistles. Police try to break up the fight. It ends in a pulpy mess. The police jail John and Louis for starting it.

ACT FOUR

Narrator D: Red finally gets home that evening after the fight.

Jenny Oransky: Reddy! You smell like a watermelon!

Anna Oransky (*screeches*): Isaac Oransky! What in the world? You look. . .

Narrator D: Anna, Abby, Jenny, and Clara begin to laugh. Watermelon rinds stick to Red's clothing and hair.

Red (*quietly*): Sorry, Ma. I tried to clean it off.

Narrator D: Red explains about the fight.

Jenny: It must be fun to be a newsboy! I'd like to work outside!

Anna: Jenny, you are too young to work on the street. I know you'd like to make money. Red makes more money than your sister. And he gets out in the fresh air. Abby has to work in that old factory ten hours every day. When she comes home, she looks like she's been in a pigpen!

Abby: It's not fair! I should make more money.

Clara: Maybe we should ask the boss for a raise. It's dangerous to oil working machines. It's so noisy and dirty. You can hardly breathe in there. We don't even earn enough to make it worthwhile. I don't know what to do.

Abby: If we had enough money, we could quit. We could tell the boss just what we wanted. We could ask for a raise. He'd have to give it to us.

Clara: But the bosses would hire other people to do our jobs, and probably pay them more than they paid us! The boss says a lot of people want to work in the factory. He says people come looking for jobs every day.

Anna: We couldn't make ends meet if Abby didn't work at all. (*She sighs.*) Isaac, wash that stuff off and go to bed.

ACT FIVE

Narrator E: On another hot day, the newsboys are selling another local morning newspaper, the *Leader*. One of Red's customers comes up. . .

Red: Hi, Sarah. The paper has a story about our strike.

Sarah: I'll take one. (*She pays Red and reads aloud the story about the strike.*) "Well, well, well; the *Daily News, Daily News* we will not sell, sell, sell. . ."

Red: We can't make a living wage selling their rag!

Sarah: That's for sure! Good luck!

Narrator E: Sarah waves and walks away. John walks up.

Red: Hey, I thought you were in jail? How did you get out?

John: Mr. Byrnes of the *Daily News* bailed Louis and me out.

Red: But we're striking against the *News*!

John: It was that or rot in jail.

Red: Maybe Byrnes is an okay fellow after all. I'll try talking to him again.

Narrator E: Red and the other newsboys talk with Byrnes again. Byrnes says that the day's extra edition will be sold to them at a half-cent. But he still demands that the newsboys pay full price for the regular edition. The boys decide to sell the extra, but refuse to sell the regular edition. They hope one more day of the strike will bring them victory!

Write Your Own Ending

The Goldfinch wants to know how you would end the story. None of the newspapers explained how the strike was resolved. Write your ending. Here are some ideas to include:

- did the boys win the strike?
- did Abby and her coworkers go on strike?
- did Jenny grow up to work in a factory or as a newspaper carrier?
- did Red work for a newspaper someday?

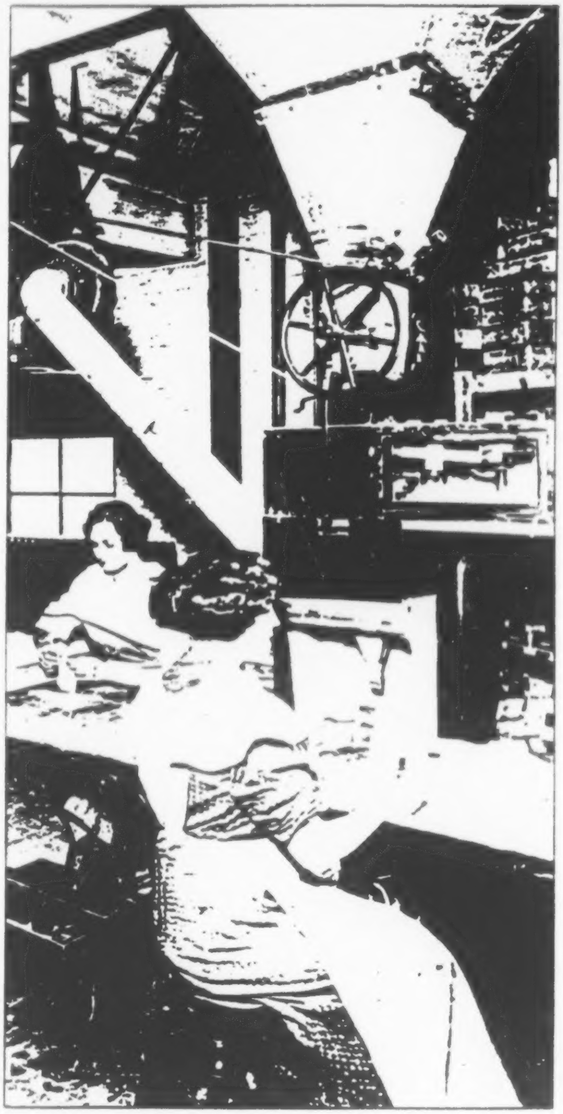
Dubuque's Working Women

JOHANNA BUSHMAN, 14, began working at the Bradley Bros. Cigar Factory in Dubuque in 1906. By the time Johanna was 18, she worked more than 50 hours a week. Johanna rolled cheap cigars with other young women. She lived at home and gave most of her three dollars in pay to her mother each week.

Johanna was like other Dubuque and Iowa women who were **gainfully employed** (working for an employer and receiving cash wages). Around the turn of the century, most people thought women should be at home taking care of families. If women worked, many people thought it should not interfere with home life. In reality, many young women helped to support themselves and their families. Some other women worked because they enjoyed the money, the friendships, or the work itself.

Employers had many reasons for hiring women. Women were less likely than men to join unions. (Even though women clothing workers in Dubuque joined the Knights of Labor in the late 19th century.) Women were paid less than men, because of the "**family wage concept**." Employers felt that because men should support families, men should receive higher wages.

These rare photographs show Dubuque women at work at the beginning of the 20th century. How do these work conditions compare to work today?



At right, women worked at the McFadden Coffee and Spice Company in Dubuque in 1912. What do you think they are doing? Far right, these young women worked with butter boxes at the Meadow Gold—Beatrice Creamery.

PRAIRIE *voices...*

Agriculture:
Farming and More

Grade Level **5-12**

Class Periods **5**

Goals/Objectives/Student Outcomes:

Students will:

- **Be able to trace the role of agriculture through history and today.**
- **Discuss past agricultural practices and relate them to modern agriculture.**
- **Identify by-products from selected commodities such as beef, dairy, pork, corn, soybean, etc.**
- **Recognize the importance and diversity of locally produced plants and animals.**

Materials:

1. Old magazines, scissors, glue
2. Reference materials, such as encyclopedias and/or informational materials from interest groups such as the Iowa Pork Producers Association (list follows "Resources")
3. Articles from *The Goldfinch*
4. Outline map of Iowa approximately bulletin-board sized

Background:

The Ioway Indians were among the first farmers in Iowa. The women actually did the field work. They were the first to discover that the rich Iowa soil was very suitable for corn, which was their most important crop. They roasted it or made it into corn meal for bread. It also was used in stews. In addition, the Ioway Indians raised beans and squash.

The prairies were at first considered unsuitable for farming by the early pioneers. They based this belief on the fact that there were few trees growing here. But in 1832 John Deere invented a plow that would break the sod and although plowing took time and sometimes required several yokes of oxen, the soil under the sod was found to be very rich. Pioneers raised mostly corn, but they also grew barley, oats, and hay for their livestock, and wheat for bread. The corn was picked by hand and most was fed to hogs that were then sold.

The new railroads opened up markets for livestock as well as grain. They also enabled people to begin farm-related industries, such as packing houses in Sioux City, Waterloo, Des Moines, and Ottumwa, and the Quaker Oats Company in Cedar Rapids.

At the turn of the century horses were the most important animals on the farm. They pulled implements and offered transportation for families. Farmers were diversified. They raised sheep and hogs, milked cows, had chickens, and raised corn, wheat, barley, and oats, as well as fruits and vegetables. They could provide almost all of the food they needed. But they had very little money to spend.

By the 1930s better roads, the coming of electricity, and the use of the tractor all made farming easier.

Farming is still the main occupation in Iowa although most people live in towns and cities. Since World War II fewer farmers work the land as small farms are combined to form larger units. Larger machinery is needed to do the work.

Iowa is the leading producer of both corn and soybeans. One fourth of the country's hogs are raised in Iowa. We are seventh in the total number of cattle and ninth in the number of sheep. There is a great amount of business generated by the use of the by-products of these industries. Iowa products are sold all over the world.

Procedure:

1. Prepare students for class discussions and activities by reading attached excerpts from *The Goldfinch.*
2. Discuss with students how agriculture started in Iowa and how it changed through the years.
3. List the main agricultural commodities in your area. Divide students into the same number of groups as the number of commodities that you choose to study. Assign each group a commodity. Have each group develop a list of by-products that are derived from their commodities. Have groups find pictures of these products and glue them to the outline map.

Assessment of Outcomes:

Have each group orally present its part of the collage to the rest of the class.

Teacher can lead a large group discussion on "How many occupations are dependent on your commodity?"

Extensions and Adaptations:

Have students bring in a product containing processed plant or animal ingredients.

Cook or bake using Iowa products, such as corn bread, butter, or pizza.

Write with soy ink (can be obtained from the Soybean Association).

Plan a field trip to a local agribusiness such as a locker, feed mill, dairy, or seed corn salesman.

Plan to visit varied farms in the area, including any that might have alternate crops or livestock such as sorghum or emus.

Plan an activity based on information from state producers' organizations. Many have developed excellent kits geared to elementary students. Many have presenters who will come into the classroom.

Create a landscape painting of a rural scene or locate good visual images of rural scenes in your area. It should include buildings found in rural America: barns, silos, fences, windmills. Talk to the students about the visuals and discuss the historic aspects of rural Iowa like wooden barns and buildings vs. the aluminum buildings of recent years. Discuss the National Trust's BARN AGAIN! program to preserve historic farm buildings. Discuss various farm buildings with regard to form and function: barns, chicken coops, long dairy barns, milk houses, farrowing houses, horse barns, silos, corn cribs, machine sheds, farm houses.

Visit a "Living History Farm"

Resources:

The Goldfinch 2 (February 1981).

The Goldfinch 14 (Spring 1993).

The Goldfinch 11 (February 1990).

William Bernard Graber. "A Farm Family Enters the Modern World." *The Palimpsest* 68 (Summer 1987).

Dorothy Schwieder, Thomas Morain, and Lynn Neilsen. *Iowa Past to Present.* Ames: Iowa State University Press, 1989.

"Agriculture In Iowa Resource Guide," Iowa State University, Iowa Department of Agriculture, and Agricultural Groups. (Reprinted in Section 5 of this binder.)

"Agricultural Awareness Activities: Curriculum Guide," Teacher's Academy on Agricultural Awareness, Iowa State University.

Related Interest Groups:

Iowa Beef Industry Council, 123 Airport Road, PO Box 451, Ames, IA 50010

Iowa Egg Council, 535 E. Lincoln Way, Ames, IA 50010

Iowa Sheep Industry Association, Gretta Irwin, 304 Greene Street, Boone, IA 50036

Iowa Turkey Federation, PO Box 825, Ames, IA 50010

Midland Dairy Association, 101 N.E. Trilein, Ankeny, IA 50021

Iowa Pork Producers, PO Box 71009, Clive, IA 50325-0009

Iowa Corn Promotion Board, 1200 35th Street #306, West Des Moines, IA 50266

Iowa Soybean Promotion Board, 1025 Ashworth Road, Suite 310, West Des Moines, IA 50265

Voices from the land

MANY PEOPLE HAVE WRITTEN about living on farms in Iowa. The pages that follow have sections of letters, diaries or magazine articles that tell about some of the different experiences of people who lived on Iowa's land.

You'll see in the oldest writings that people used spellings and words that we don't use today.

1883/1884

Catherine Wiggins Porter wrote in 1939 about her childhood. She was born in 1873 near Clarinda, so here she recalls her life when she was 10.

The house in which I was born was a story-and-a-half building, about 16 by 20 feet. . . .There was no plastering on the walls, only heavy building paper tacked to the studding. This one room **sufficed** [*was enough*] for all purposes for some four or five years, when a "**lean-to**" [*a simple room added to a house*] was built at the back and provided a kitchen and small pantry.

All laundry was done on the washboard. The tubs at our house were made from molasses or vinegar barrels sawed in two. They were heavy and unwieldy and without handles. Ironing was a hard, hot job. A cook stove was kept hot enough to make the irons sizzle. The irons were really iron throughout, handles and all. Thick pads had to be used to keep one's hands from being burned.

Then there were baking days, possibly twice a week, when Mother made about six loaves of bread and a pan of rolls. Mother made her own yeast.

Except for coffee, sugar, and salt, most of our food was raised on our own farm. Wheat, buckwheat, corn, and sugar cane were taken to the mill and converted into flour, meal, or **sorghum** [*a dark, sweet syrup*], on **shares** [*the miller was paid with some of the flour, meal, or sorghum*]. The hogs provided meat and lard, the chickens, eggs the cows, milk and butter. We raised our own potatoes, cabbages, and turnips, which were either put into the cellar or "holed in" in the ground. A pit would be dug to below the freezing point and lined with hay or straw. Boards were then laid across the top, and dirt heaped over and around it all.

Sarah Jane Kimball began to write letters when she was a child and kept a diary through her adult years. Most of the diary has been lost, but the following entries show some household activities when she was 43 and 47 years old.

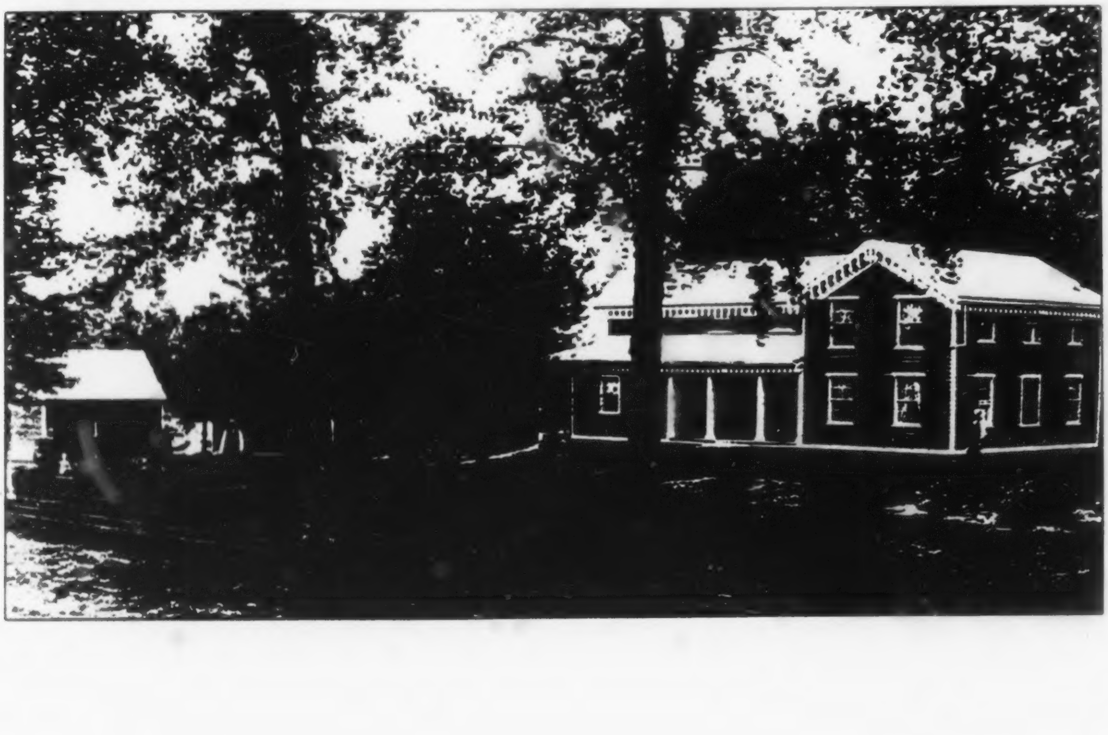
Sept. 15, 1885

"Saturday lots of work to do for mother and I. We churned, made bread, dressed a chicken, made sweet pickles, made up a pail of apples into apple sauce, cleaned my bird cage, then the rooms, and did the work upstairs, and it was nearly milking time. Tired at night."

1881

"Mother is making soap this week and tonight has a barrell full." [The soap was thick, brown, and syrupy.]

The Kimball farm in 1899.



James Hearst as a child.

James Hearst was born in 1900. He was a farmer-poet who lived to be 82, and he later wrote about his Iowa childhood in the early 1900s.

1910-1915

The day finally came when the switch at the plant sent the **juice** [*electricity*] through the wires and the lights came on. Not even the telephone changed our way of living, thinking, and acting as much as the coming of electricity. This break with the past seemed an entrance to the modern world. Later we learned of some of the risks involved in our loss of independence.

The neighborhood became a number of private homes and farm operations, the group feeling disappeared. . . And, the independence of the farm eroded. Now a single copper wire took the place of the woodpile and windmill. The farm no longer existed as a **self-sustaining** [*independent*] unit. We had learned to depend on electricity. The helplessness of a farm without electricity came home to me when the power failed after an ice storm, and the city fire trucks had to haul water out to the farms for the livestock until the lines could be repaired.

* * *

Joanne Meusburger wrote about growing up in Sac County. She and her older sister, Ruth, were good friends and constant playmates.

1935/1936

My Grandmother Wilson had a great repertoire of poetry. She was the grandmother who lived next door to us on the farm, and I can remember sitting spellbound while she recited "A Leak in the Dike" or "The Midnight Ride of Paul Revere." My father inherited this gift and entertained us on long trips by singing songs and recalling poems passed down by memory. We begged to hear them again and again, so that in time we learned them ourselves.

Besides our real dolls, we had hundreds of the paper variety. Some came from regular paper doll books but others we cut from the comic section of the Sunday paper where they were printed every week. Since these had

Courtesy of Joanne Muesberger

Joanne and her sister, Ruth, with friends.

limited wardrobes, we spent hours designing clothes out of wallpaper samples. Each character was carefully stored between two pages of an old copy of *Good Housekeeping*.

We also had a scrapbook which we made into apartments for these dolls. A blank page was divided into two parts — an upstairs and a downstairs. Furnishings were cut from pages of the mail-order catalog and pasted into place. . . .

New Year's Eve was the one night of the year when we were allowed to stay up past midnight. Mother would pop corn, and we would sit around playing "Old Maid" and "Authors." About 10:00 p.m. Mother would serve ice cream, and we would turn on the radio to Times Square to listen to the celebration. By midnight the grape juice toast to the new year was almost **anticlimactic** [*disappointing*].

On Halloween night, each member of the family would choose a costume from the dress-up box in the attic. (This included my grandparents and Helen and Wayne, of course. Helen and Wayne were our "hired man" and "hired girl." In storybook fashion, they fell in love, married, and stayed with us to later buy into a partnership and manage the farm after my grandfather died and my father went into the seed corn business full-time. Eventually they had a family of their own to also share in our holiday festivities.)

The costume box held a wonderful selection, accumulated from grade-school operettas, minstrel shows, and Christmas entertainments. There was also the costume and mask Daddy had worn as the girl singer in a mock wedding, the riding outfit Mother bought when she taught school in Idaho, the long, bustled dresses Grandma wore in the Gay Nineties, and the kimonos Aunt Ha Ha brought us from Chinatown. Each year when we opened the lid, the trunk seemed as magical and mysterious as a pirate's treasure chest.

When everyone was appropriately dressed, we had a style show, complete with **dramatizations** [*short plays*]. For example, Mother and Daddy might team up to act out **Maggie and Jiggs** [*comic strip characters*], complete with rolling pin. It was always so much fun that we would go back to the attic to reappear in three or four different costumes before we ran out of ideas. ◆

The Cornhusking Caper

By Jen Guttenfelder

Alice was the best corn husker in Linn Grove. She wanted to enter the county contest, but there was one problem. She was a girl.

"Look at all of this cool old stuff!" said Emily Warren as she and her brothers, and their cousin Abbie from Des Moines explored the old corn crib.

"It just looks like a bunch of rusty old junk to me," said Abbie.

"Ohhhh, what's this? It looks like something a gross creature would wear in a scary movie!" shrieked Abbie. She picked up a right-handed leather glove covered with little round metal pricks. Right in the middle of the palm was a large rusty sharp metal piece that looked like a two-pronged knife.

"Wow!" said Edward, as he grabbed the leather glove from Abbie. "I wonder what this was used for?"

"Something awful I bet," said Emily.

"Yeah," said Zack. "I'll bet it was used to kill something . . . or someone!" He dangled the glove.

Abbie gulped and her eyes widened.

"Killers who hide out in corn cribs!" whispered Zack.

Abbie screamed and ran outside. Emily, Zack, and Edward giggled.

"Wait up, Abbie," said Zack. The Warren kids followed their cousin out of the corn crib and headed for the house. The old corn crib looked like an old red barn, but it was used as a big storage bin. It was one of their favorite places to hang out.

"Let's go ask Grandpa what it is," said Emily.

The Warrens lived on an 80-acre farm near Linn Grove, Iowa. The farm had been in their family for almost 100 years. Their dad, Ben, used all modern equipment now, but many old farming tools and machines reminded Grandpa of when he was a kid living on the farm.

The grown-ups sat in the family room talking farm business. The children took off their coats and followed Edward quietly into the room. Edward took the glove from Zack and held it up.

"Grandpa, what's this?" he asked.

"Did they use it for murder?" asked Zack before Grandpa could answer. Grandpa and the adults laughed.

Art by Mary Moye-Rowley

"That's a cornhusking mitt," answered Grandpa. "We used that to husk corn."

"You mean it's not a weapon to protect you from wild animals?" asked Abbie.

Grandpa shook his head. "We didn't have combines when I was a kid, so we had to pick and husk the corn by hand. Some people were so good at it, they entered cornhusking contests. People came from miles around to watch or be in the contests. It was a real big sport, back when I was a kid," said Grandpa.

"Were you ever in a cornhusking contest, Grandpa?" asked Emily.

"No, I had very weak wrists. But I know someone who was!" He winked at Grandma.

"Arthur!" cried Grandma. "You promised you wouldn't!"

"Oh, Alice. Go ahead and tell them!"

"Tell us!"

"C'mon, Grandma!"

"It's supposed to be a secret," said Grandma. She looked at Grandpa with a consenting smile and nod.

"Okay, okay," said Grandpa laughing. "Back in the early thirties, your grandma and I were 11 years old, about your age, Edward. We all learned how to husk corn. Harvesting corn, you see, was a family project because it took so long. Everyone pitched in.

"One day your grandma and I were watching my pa husk. Our families lived by each other and often helped each other out. Grandma Alice asked my pa to teach her how to husk, so he found a mitt small enough for her hand and taught her how . . . ."

"Okay, Alice," said James Warren. "Grab the ear of corn right in the middle with your left hand. Use that hook on your right hand to pull aside the husks and then grab them with your left hand. Good, like that, Alice. Now turn your wrist quick and break the ear of corn away from the husks. Now to go faster, throw the husked ear into the wagon, and grab for another ear with your left hand while you're throwing with your right hand. Bounce the ear of corn off the bangboard. That's what it's there for."

Mary Moye-Rowley

"I can do this!" thought Alice.

At first, Alice was a little slow and awkward. She wasn't used to having a hook attached to her right hand. The dry corn leaves scratched her face. The early morning cold made her nose run and her fingers dry and crack. But Alice was determined. She didn't give up.

One day Alice came home with a bleeding scratch on her face and sore hands.

"Alice, have you been fighting with the boys?"

"Oh, no, Father. I've been working right alongside them at the Warren's. I'm husking corn. Mr. Warren says I'm getting pretty good at it."

"Husking corn with the boys and men?" asked Father.

"I'm not sure that's such a good idea," said Mother.

"Please, don't make me stop," begged Alice. "I'm just getting good at it."

"I could use some help in *my* field," said Father.

"Can I help Father with husking? Please?" cried Alice.

Mother sighed. Even though she disapproved, she knew how stubborn Alice could be. "Okay," she consented.

Father and Alice laughed. Deep down Father was proud that his girl was a hard worker who could keep up with the men. He couldn't wait to brag about her to his friends.

The rest of the harvesting season, Alice husked corn with her father. She got to be very good. One day she even husked more corn than one of the hired men.

"Giminy!" cried Amos, the hired man. "Alice has husked more corn than me today!"

"Good job, sweet pea," said Father.

"You should enter the county cornhusking contest," said Amos. "There's a Junior Division."

"Can I, Father?" asked Alice with wide eyes. "Please!"

"I wish you could, Alice," said Father. "You'd give the boys your age a real run for their money. But girls don't usually participate in the husking contests. Besides, I'm sure your mother would never let you."

Alice was so disappointed that her cornhusking slowed down to a crawl. At the end of the day, Alice went over to Arthur's. Maybe he could cheer her up.

"Arthur, do you think it would

shock everybody if I was in the county cornhusking contest?" asked Alice, as they sat on the porch swing. "Everybody already knows how fast I am because Amos and Father tell everyone. Why can't I compete with the boys? I work with them."

"I don't know, Alice," said Arthur. "There are just some things that girls aren't supposed to do in public. This is one of them. . . . "

"But what if I'm invisible?" she asked with a mischievous smile

"Are you thinking what I'm thinking?"

Alice and Arthur talked about making Alice invisible all the way home.

On the morning of the cornhusking contest, Alice met Arthur behind the outhouses. He gave her a bundle wrapped in brown paper and tied with a string. She took it, smiled, and then darted into an outhouse. When she came out, her dress and hair ribbons were gone. She wore a pair of too-big denim overalls. One of Arthur's caps held her hair tucked underneath it. From that moment on, she was "Alan."

Alan wandered through the crowd of people. She was a little afraid that someone would recognize her, so she walked with her eyes down. She knew her disguise worked when she bumped into Amos.

"Hey, kid! Watch where you're going!" he cried.

Alan couldn't believe how many people came to the county Battle of the Bangboards. Wagons and buggies lined up in dozens of rows. Food booths sold hot dogs, pies, cakes, and souvenirs. Displays showed new farm equipment and hybrids of seed corn. Newspaper reporters, photographers, and radio broadcasters scuttled about interviewing people and taking notes.

Alan was nervous when her name was called for the Juniors Division. People were surprised to see a stranger competing for Linn Grove in the contest. Alan remembered all of the advice Father and Mr. Warren gave her and quickly found her rhythm. Bang! bang! bang! The corn flew against the bangboard like bullets.

"Where's Alice?" said her father as Alan husked.

"I can't believe she's missing this," said her mother.

"Yeah, Alan!" cheered Arthur.

Some people in the crowd gasped when the stranger named "Alan" won. After the trophies were awarded, everyone wanted to congratulate the new champion, but Alan had disappeared.

A little while later. Alice caught up with her parents and Arthur. Her hands and face were just as clean as they had been that morning when she left the house and her dress and hair ribbons were in place.

"Alice, where have you been?" asked Mother. "You missed the Juniors competition. . . ."

"There was this lickety-split boy who won," interrupted Arthur.

"Oh, I'm sorry I missed it. I was at the church booth getting a slice of pie," said Alice with a special smile for Arthur. Father, who was still suspicious about her absence, caught Alice's smile. Suddenly he opened his mouth, as if to say something. All at once he understood. He looked at Alice, who smiled back. She knew he had figured out who Alan was.

"Did he say anything?" asked Abbie.

"No," said Grandpa. "And neither did I, until today. Everyone talked about the mystery cornhusking champion for quite awhile. They never saw him again and they never knew who he was."

"Did you keep the trophy, Grandma?" asked Zack.

"Yes, I did," replied Grandma. "It's hidden in the attic."

"Let's get it out!" said Emily.

Ask Yourself

1. Why do you think girls didn't enter corn husking contests?

2. How was cornhusking a sport?

3. Are there are any competitions today that boys or girls are not allowed to enter? If so, why?

—With Shelby Myers-Verhage

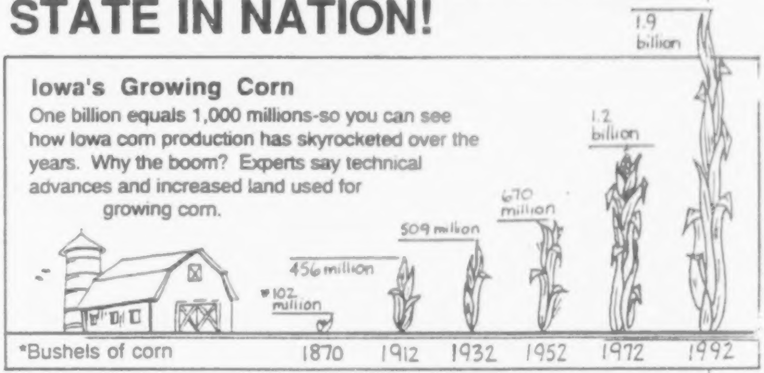
bushels: a unit of volume for measuring grain, fruit and vegetables. It equals 32 quarts.

Corn News

IOWA #1 CORN PRODUCING STATE IN NATION!

Corn is big business in Iowa. Corn production in Iowa has quadrupled since 1929, from 400 million **bushels** to approximately 1.7 billion bushels annually. Look out the car window when you're out and about in the state and you're sure to see corn fields. More than one-third of the total land area of Iowa is used to produce corn. You may not see flocks of farmers, but eight out of ten jobs in Iowa are directly or indirectly related to agriculture.

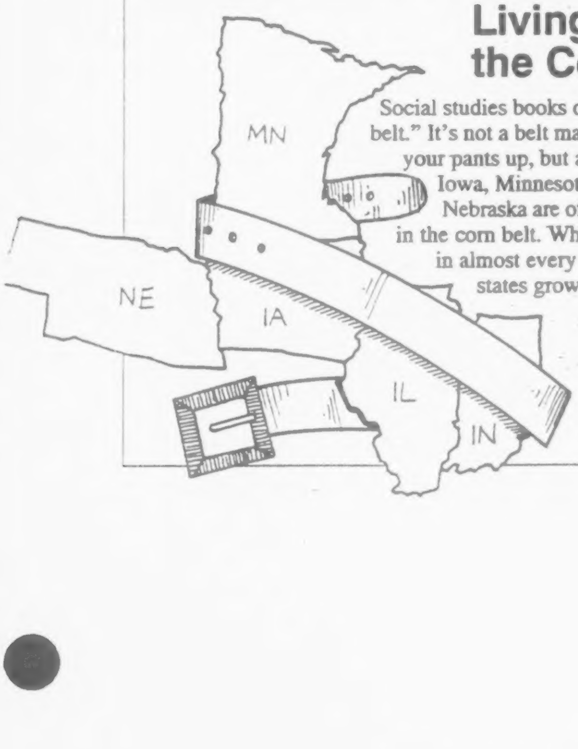
Today there are more than 360 different uses for corn products. You can find corn products in stuff like paint, paper products, batteries, clothing, mouthwash, and shampoo! More than 1,200 different food items in U.S. supermarkets products are made from corn. Now you know why people sing, "Io-way, Io-way, that's where the tall corn grows!"



Iowa's Growing Corn

One billion equals 1,000 millions-so you can see how Iowa corn production has skyrocketed over the years. Why the boom? Experts say technical advances and increased land used for growing corn.

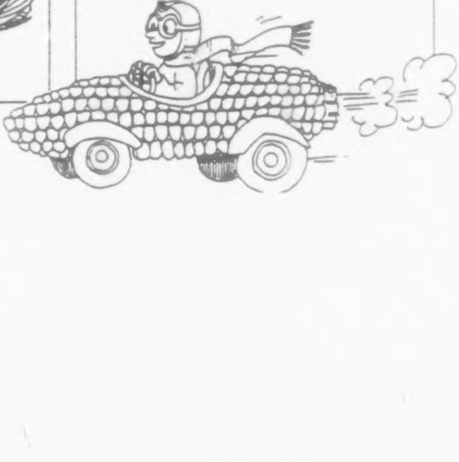
Living in the Corn Belt



Social studies books often mention the "corn belt." It's not a belt made out of seeds to keep your pants up, but an area of the Midwest. Iowa, Minnesota, Illinois, Indiana, and Nebraska are often mentioned as states in the corn belt. While some corn is grown in almost every state in America, these states grow huge amounts of corn.

Fueling the Nation

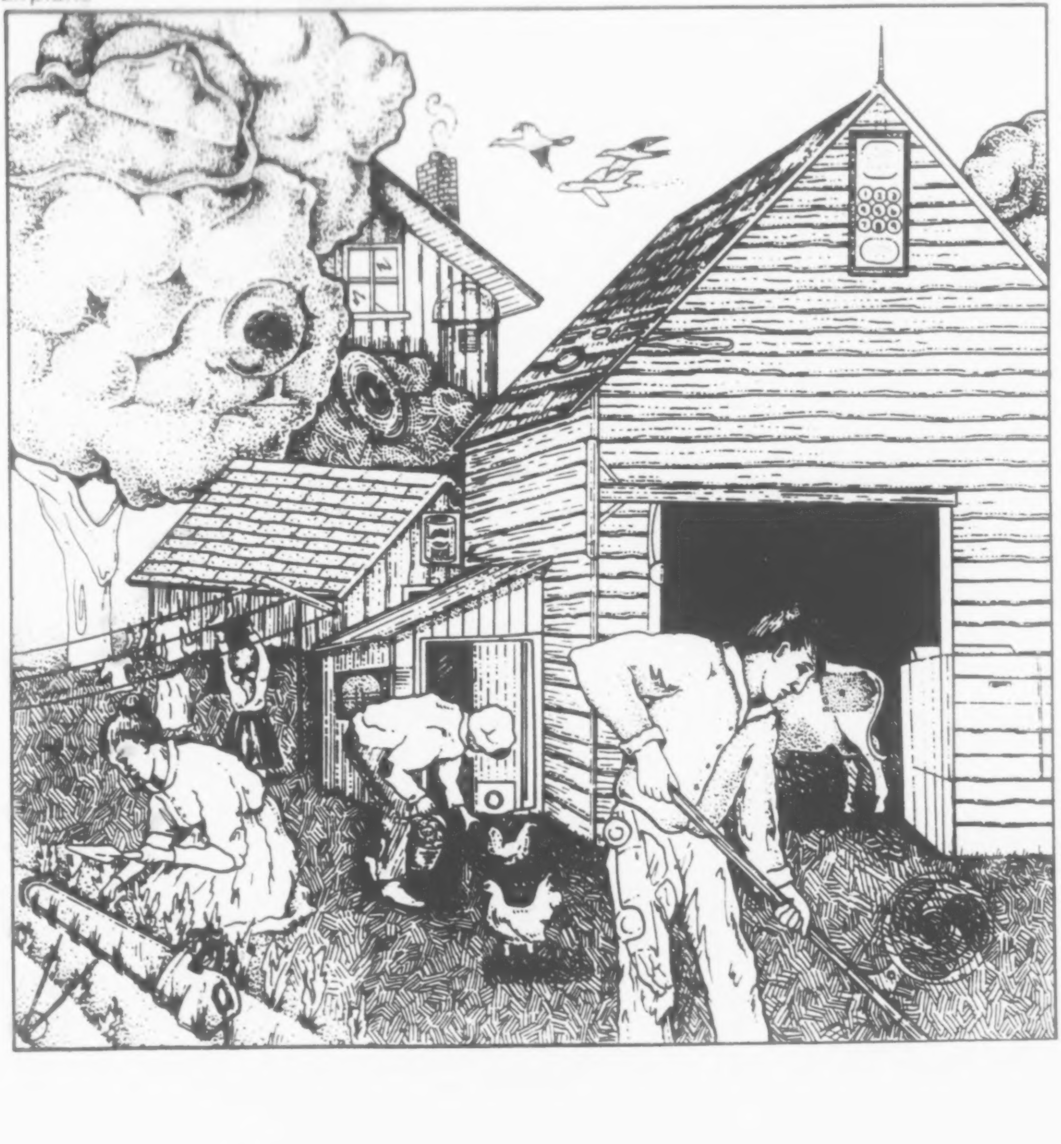
Part of Iowa's corn goes into gasoline! This product is called ethanol (eth-AH-nol) and it's a fuel that's made up of 90 percent gasoline and 10 percent ethanol. Iowa produces about one fourth of the nation's ethanol. Ethanol may help lower carbon monoxide emissions (a kind of air pollution) by more than 25 percent.



Hidden Objects Game

This is an illustration of a 19th-century family working on a farm. Find the hidden objects (items from today) that do not belong in the picture. (*Solution on page 31.*)

leather purse
heeled shoe
compact disc (CD)
modern silo
airplane
remote phone
soda pop can
light pole
car
television
television antenna
fan
washing machine
chain saw
35mm camera
floppy disk
satellite dish
map of Iowa



Art by Brenda Robinson

Iowa Farm Women—
More than a Way of Life #1

Grade Level 5

Class Periods 1

Goals/Objectives/Student Outcomes:

Students will:

- **Increase their understanding about the many daily tasks and chores regularly accomplished by early 20th-century Iowa farm women who lacked electricity in their homes.**
- **Compare and contrast Iowa farm women of the 1920s with farm women of today.**
- **Become aware of the daily work expectations of 1920s Iowa farm women.**
- **Work cooperatively in pairs and groups to complete instructional tasks.**

Materials:

1. Butcher paper and markers for brainstorming
2. Chalkboard and chalk for Venn diagrams
3. Student copies of "A Day in the Life of a 1920s Iowa Farm Woman" (see attachment)

Background:

The following are excerpts from Dorothy Schwieder, "Iowa Farm Women in the 1920s," *Iowa History Teacher*, March 1984:

In the 1970s, Iowa poet and author James Hearst wrote about growing up on an Iowa farm in the early 1900s. Among the many topics Hearst covered was a description of his mother and her work as a farm woman.

Hearst's comments about his mother serve as a good starting point for a discussion of Iowa's farm women in 1920s. Like Mrs. Hearst other Iowa farm women in the twenties worked extremely long hours performing many tasks both inside and outside the farm home. While the general rule prevailed that housework was women's work, that rule did not stop the farm women from doing outside work—including raising poultry, tending a large garden, sometimes helping with milking, or special chores such as corn picking.

On the farm, women performed a wide range of domestic tasks. Because most farm families produced nearly all their own food in the 1920s, the farm wife spent much of her time either raising or preserving food. Farm women canned large amounts of vegetables and fruits, grown in their own gardens and orchards. Most farm families butchered their own meat, including both pork and beef. Farm women canned and preserved much of the meat. Milk cows were standard on the Iowa farm in the 1920s, so the family produced its own milk and cream. Women sometimes churned their own butter. Some women continued to make their own soap, a practice carried over from their grandmothers and great-grandmothers.

A major food staple in any farm home in the 1920s was bread, and most farm women baked it regularly. One women raised on a farm in Boone County in the early 1900s, remembered that with a large family of nine children, her mother baked bread twice a week. Each time she made eight loaves of white bread, a large pan of biscuits, and five loaves of graham bread. This same women often baked enough cookies to fill a large roasting pan!

A major task of Iowa farm women in the 1920s was raising chickens. Although some eggs were eaten by the family (as well as some of the chickens), most were carefully collected and taken to town on Saturday night. There they were sold to local merchants. Egg money was especially important to farm women because they used it to buy groceries such as flour, sugar, and coffee. Egg money also frequently paid for household items and clothing. One farm woman stated that the egg money determined how much her family purchased at the store. In other words, the amount the woman spent for groceries and clothing each week had to equal the amount she made from her egg sales each week.

Perhaps the busiest time on the Iowa farm in the 1920s was when threshers arrived. Each summer, five or six farm families worked together to help each other thresh grain. Each farm woman was expected to serve three meals to the threshers when they arrived to work at her farm. The threshing crew might include ten men or might include thirty men. Preparing for threshers took both time and effort. To handle this large task, farm women often helped each other. It took advance planning to prepare food for twenty or thirty hungry men, and considerable preparation to set up and set the tables. As well as preparing a big meal at noon, each farm woman made two lunches a day for the workers. They delivered these to the men while they worked in the field. Sometimes it took several days to finish the threshing. In that event, the farm women had several big noon meals to prepare.

At the same time that Iowa farm women faced onerous work loads within the farm home, they had few social outlets outside the home to counterbalance their heavy work schedules. In the twenties, some of them belonged to local extension clubs, but many did not. For the majority, the local church and school provided their main social activities outside the home. Farm women, along with their families, often attended box socials, spell downs, and picnics at the nearby school house. Many also attended the ladies aid society of their local church. For most farm families in the 1920's, their rural neighborhood provided the boundaries for their lives.

While most farm women believed, as did their husbands, that farm living was superior to town or city living, the 1920s also witnessed some discontent with farm life. Through that decade, farm living was often contrasted with town or city and found to be deficient when compared to town or city living. In general, farm life was portrayed as monotonous and dreary. Farm children were depicted as receiving inferior educations. Farm families were seen as having fewer social and cultural opportunities. Perhaps of greater importance, town and city residents had a whole host of conveniences and comforts that farm people lacked, such as electric lights, electric appliances, central heating, and indoor plumbing.

Farm women themselves often reacted to these social deficiencies. Sometimes they wrote letters to *Wallaces' Farmer*, Iowa's leading farm journal, telling of their conflicting feelings about rural living. On one hand, they recognized that farm life could produce great rewards. Yet, they also recognized that farm life—at least in the 1920s—often resulted in considerable social deprivation for children and parents alike.

Throughout the 1920s, rural people worked hard to alleviate some of these social deficiencies. Farm families organized community clubs in rural neighborhoods. More and more farm women attended events sponsored by county home economists and by Iowa State Extension personnel. While these actions brought greater rural solidarity and more social interaction, the real solution to the social problems of the 1920s would not come until the following decade. Not until the 1930s did farm families achieve a social equality with town and city families. That equality would come through improved transportation facilities and the development of rural electric power. In the 1930s, roads in different parts of the state were hard-surfaced. For the first time farm families could get to town regardless of the weather. They could then enjoy social activities that town people had been enjoying for decades. Moreover, establishment of Rural Electrification Associations in the 1930s meant that large numbers of farm families could enjoy the conveniences and comforts of town and city living. While the changes that came in the 1930s certainly did not eliminate the many different work roles of the Iowa farm women, they did allow her to carry out these roles more quickly and more efficiently.

Procedure:

1. Introduction:
Ask students to brainstorm a list of as many items as possible in their homes that operate using electricity. First list electrical items on a sheet of paper individually, then combine their lists in groups of three or four students. Then complete a class list of home electrical items (appliances, conveniences, machines) on butcher paper. List them in a column on the left-hand side. Inform students that many families in Iowa didn't even have electricity until REAs (Rural Electrification Associations) were established. Students' grandparents or elderly friends in their 70s would likely recall times with limited or no electrical service.

2. Looking at the above list, list in the right-hand side how tasks using this electrical item would have been performed in the 1920s without electricity.
Examples:
Electric clothes dryer—Letting clothes dry on clothes line with wooden clothes pins.
Microwave oven—warming food on the stove top or in the oven.

3. Note that many of the tasks above were chores of the farm woman. Try to recreate a day in the life of an Iowa farm woman in the 1920s. Imagine a daily routine on a summer day when garden produce was abundant, children were out of school for the summer, and life was very busy on the farm. Did the 1920s farm woman carpool kids to computer class or tennis lessons? No. Discuss what she would need to do and organize on the farm.
Example: Garden produce—What crops would be grown? Harvested? How were they stored?

Meals—What would the husband, children, and hired hands eat three times a day? Did she bake or buy bread? Did she help butcher beef and pork? What did they do with the meat? What would she do with her "egg money" or "cream money"?

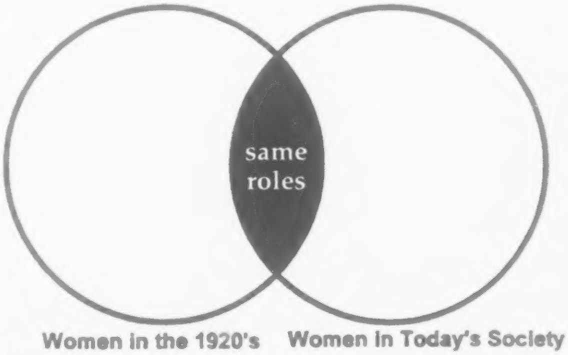
Laundry: How was washing, drying, and ironing done?

Reading: Did the family read at night? How? What might they read?

4. Using the above questions to stimulate thinking, complete the attachment activity, "A Day in the Life of a 1920s Iowa Farm Woman."

Compare farm life now and then by drawing a Venn Diagram (see below) on a chalkboard. Generate the tasks, chores, or job responsibilities of women living in the 1920s compared with those living in today's society. Record ideas from the students by listing 1920s tasks in the circle to the left and contemporary women's roles in the circle to the right. List any roles similar to BOTH in the center overlapping space.

Venn Diagram of Women's Roles in the 1920s and Today's Society



Assessment of Outcomes:

Have each child write a journal about the life roles of a typical Iowa farm woman in the 1920s. Ask students: What tasks and roles did she generally have (or not have) to do in her work? What were her challenges? What were her joys? Evaluate the quality and historical authenticity of the child's writing.

Extensions and Adaptations:

1. Oral History—Interview an Iowa grandparent, elderly friend, or relative. Ask them to describe life as a child with limited or no electrical services. What was life like? Describe their daily chores and tasks. Ask if they have any old photos to share or lend. Have the student think of three interview questions, write up the interview, bring any photos, and share orally in class.

2. Economics—Think about the US Postal Service way back when! What did postage stamps look like in the 1920s? How much did it cost to mail a letter and a postcard? (Check in stamp collector's guides available at post offices and book stores.) Find out how much basic foods cost in the 1920s. How much was a loaf of bread, a gallon of milk, a pound of bacon, a pound of flour, a pound of sugar, and a dozen eggs? (Check in an old newspaper using the public library's microfiche).

3. Organizations/Publications—Research the 4-H Clubs of America. What do the four H's stand for? What did kids do at a 4-H meeting years ago? Research the REA (Rural Electrification Association). What role did this group play in Iowa's rural development. Would rural electrification make a woman's life different? How? Research *Wallaces' Farmer* magazine. Who would read this journal? Would women read it? What would one learn?

4. Art Project/Story Writing—Draw a scene from rural Iowa farm life in the 1920s. Include a house, garden, chicken coop, farm field in the background, maybe even the family dog or an old model car. Write a creative story about a family who lives in this rural setting.

5. Three-Dimensional Art Project—Make a three-dimensional house using the diorama art project based on the *American Gothic* house drawing (see attachment). Make it creative and colorful. And find out who Grant Wood was and what *American Gothic* is.

Resources:

Goldfinch 15 (Fall 1993).

Copies of *Wallaces' Farmer.*

The Diary of a Farm Wife: Emily Hawley Gillespie

Emily Hawley came to Iowa in 1861, when she was twenty-three years old. She married James Gillespie in September 1862, and in December they began working their own farm, one and a half miles west of Manchester, in Delaware County.

The diary entries on these pages are in Emily's own words. Emily wrote about her family, friends, and neighbors. By 1872 she and James had been working the farm for ten years, and had two children: Henry, age eight, and Sarah, age six. In 1870 Emily bought a sewing machine; before that, she made all the family's clothing by hand. Her diary shows what she and James did each day, and how often farmers traded work for each other. Parents would get together to hire a schoolteacher for their children. Neighbors visited, ate together, and stayed overnight.

As you read, ask yourself: What were Emily's jobs on the farm? How did she help earn money? What did her family usually do on Saturdays?

JANUARY 1872

4. Thursday. children at school. I go to the mill with James, he took 14 bushels of corn — we stay to dinner at Dan Ryan's. Mary buys a sewing machine like mine.

10. Wednesday. cut cloak & dress for Sarah, James help Estey kill hogs — Trumblee here begging for poor family — give butter & meal.

22. Monday. wash. bake etc. Bly here to get job to frame barn; offers for $20 — $5 less than Trumblee. cold & blustery.

26. Friday. James pay taxes $29.66.

27. Saturday. mop, bake, churn, iron, etc. go to town, bargain for 2,000 ft. of lumber.

FEBRUARY 1872

1st. Thursday. so cold children have stayed at home all week.

7. Wednesday. sew carpet rags & cook. James take children to school & do chores. Nathan Nelson died yesterday — consumption & derangement of mind.

8. Thursday. warm & pleasant. good sleighing. we attend the funeral of Nathan. there were 37 sleighs followed in procession to the grave.

11. Sunday. we attend meeting in evening. Brother Wood Lecture on the subject of Marriage & Money.

MARCH 1872

1st. Friday. James' birthday — 36, he & Bly go to town in forenoon, [build] frame on barn in afternoon. sell 2 pigs to Smith.

27. Wednesday. James go to mill, 6 bushels of wheat. buy shoes for Sarah $.95.

APRIL 1872

1st. Monday. wash, mop & cook. go to get grist, — buy garden seeds, licorice & postage stamps. James & Bly frame.

17. Wednesday. fix hens' nests etc. James sow wheat.

27. Saturday. Chapmans, Mrs. Smith & Sellens, Henry Stimson & us go & clean schoolhouse.

28. Sunday. we ride over to creek, catch five minny fish. Henry get one.

MAY 1872

1st. Wednesday. sew some & cook. have 100 turkey eggs setting & 55 hen's eggs. James plow.

4. Saturday. churn, bake, mop, iron etc. James plant potatoes, we go to town in evening. sell 20 lbs. butter $2.80; buy 2 readers, 3rd, $1.20 8 lbs. of sugar $1.00.

5. Sunday. John & Harriet & David here to tea. I bake 3 pies & a cake.

6. Monday. children commence to go to school. Miss Pope, teacher, to teach 5 months for $80.

7. Tuesday. James mark corn ground.

8. Wednesday. churn. make straw tick (mattress cover) & cook. James plant corn. rain.

26. Sunday. we are at home. have 90 chickens & 60 turkeys.

JUNE 1872

13. Thursday. bake, sew some. James hoe onions in forenoon. he & Chapman break in afternoon.

18. Tuesday. clean house. have fed salted meal to my turkeys accidentally, — killed 18. James make bedsteads in forenoon, plow corn ½ day.

19. Wednesday. bake, churn, pack butter etc. James plow corn. Henry and Sarah have the *chicken pox.*

JULY 1872

10. Wednesday. bake pies & cook. James build fence in forenoon & rake hay for Sellens in afternoon. very warm.

17. Wednesday. churn. go rasberrying. James bind wheat.

18. Thursday. clean house. Sellens & Chapman cut hay for James. James rake hay.

31. Wednesday. James work for Chapman in harvest.

AUGUST 1872

26. Monday. can 5 qts. peaches. children go to school. James help McMillen thresh.

SEPTEMBER 1872

24. Tuesday. clean up house & cook. James help Uncle thresh. 'tis the first day of the fair, I would like to go very much indeed.

25. Wednesday. we go to the fair but too late to enter my things.

OCTOBER 1872

4. Friday. bake bread. threshers came. 4 to dinner & 8 to supper, stay all night.

5. Saturday. they finish threshing, though rainy, 125 bushels wheat & 140 oats.

9. Wednesday. knit etc. help James put up oats. cold. freeze.

11. Friday. sew & bake, churn. James dig potatoes, he sold cows to Beal for $40.

23. Wednesday. Mr. Oviat's barn burned last night, cause — kerosene from lantern.

NOVEMBER 1872

4. Monday. wash, bake, churn, etc. James husk corn ½ day. we go to town in afternoon sell 56 doz. eggs for $11.20

21. Thursday. finish [sewing] coat & cut pants. James husk corn. we visit at Sellens.

DECEMBER 1872

6. Friday. patch, sew, etc. James take 81 chickens to market, get $12.60.

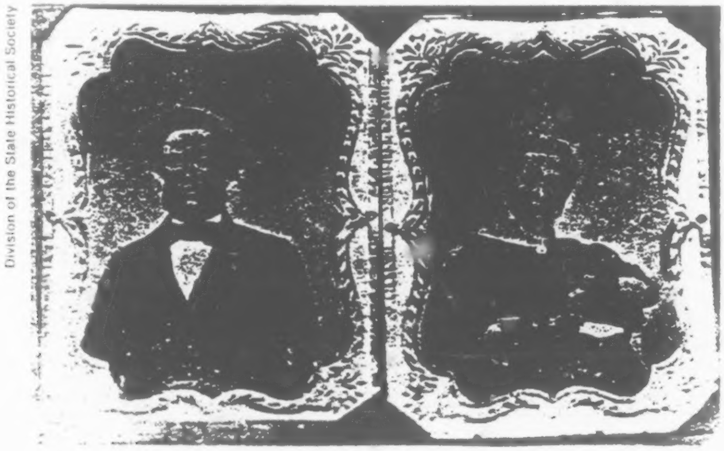
7. Saturday. we go to town in afternoon sell 67 lbs. butter $6.70.

10. Tuesday. bake etc. James get up some wood. he & Bly lay foundation for barn ½ day.

25. Wednesday. Christmas. make me an apron, a shirt for Sarah & cook. James do chores. children get magazines & papers in their stockings.

30. Monday. visit at Dan Ryans while James attend Auction, he bought two yearling heifers, paid $20.75. snow.

31. Tuesday. the year ends in a most beautiful day. James go after his yearlings.



Division of the State Historical Society

Name: Date:

A Day in the Life of a 1920's Iowa Farm Woman

What tasks and chores do you think an Iowa farm woman would complete in the course of single day? After discussing possible farm tasks, list how she might spend hour by hour. Oh, yes, don't forget to put the kids to bed!

5:30 am

6:30 am

7:30 am

8:30 am

9:30 am

10:30 am

11:30 am

12:30 pm

1:30 pm

2:30 pm

3:30 pm

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9:30 pm

10:30 pm

What do you think of this woman's day compared to your mom's day? Write your opinion on the back of this sheet. Compare your day schedule and opinion with a partner's work.

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Make a House

by Kay Chambers

You can re-create the famous house in the background of Iowa artist Grant Wood's painting *American Gothic* by making a shoe-box model.

You need:

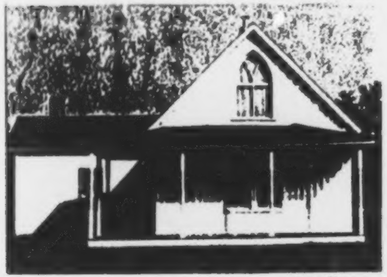
1 shoe box
scissors
glue or tape
2 sheets blue construction paper
1 sheet green construction paper
6 round toothpicks
colored pencils or crayons
(access to a photocopy machine)

Steps:

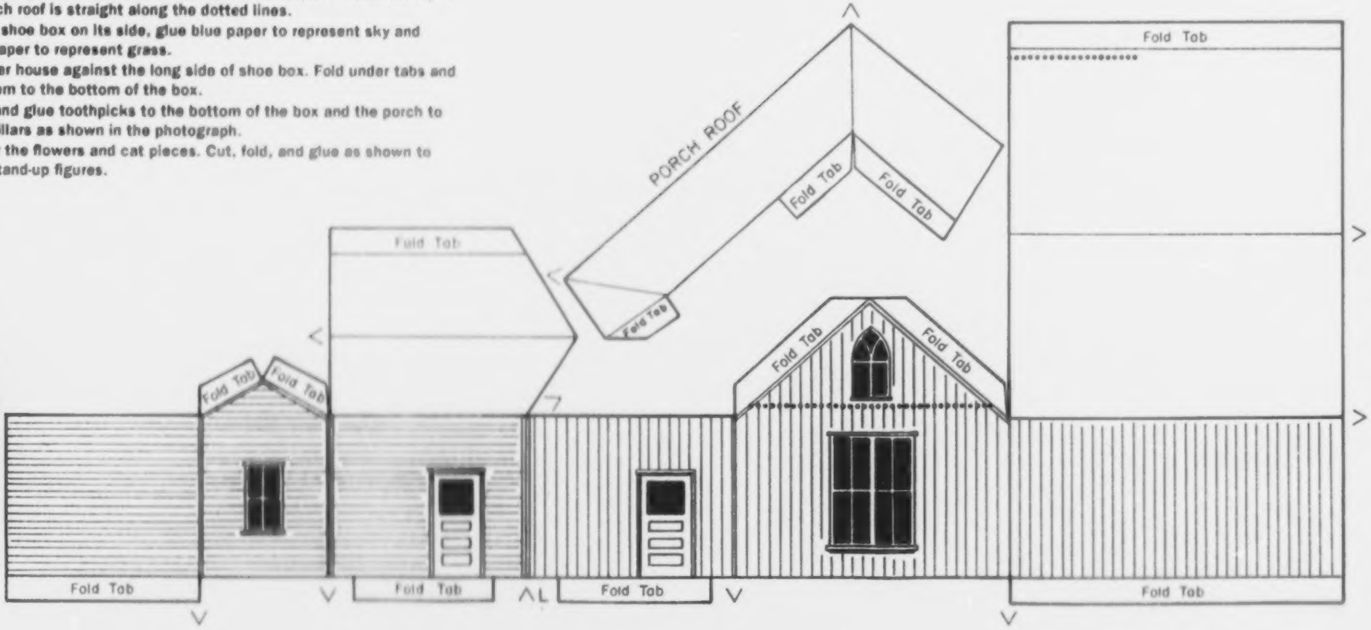
❶ Make a photocopy of the illustrations on these two pages.
❷ Cut out the house and porch roof.
❸ Fold along lines marked V. One line marked VL must be folded toward you to make the L shape of the house.
❹ Glue or tape the roof tabs to the house sides.
❺ Fold under porch roof and position it around the house corner. Glue one tab to the front and one to the side of the house so that the top of the porch roof is straight along the dotted lines.
❻ With shoe box on its side, glue blue paper to represent sky and green paper to represent grass.
❼ Center house against the long side of shoe box. Fold under tabs and glue them to the bottom of the box.
❽ Cut and glue toothpicks to the bottom of the box and the porch to make pillars as shown in the photograph.
❾ Color the flowers and cat pieces. Cut, fold, and glue as shown to make stand-up figures.

Old Places IN IOWA

The original American Gothic house in Eldon, Iowa.



Steven Ohrn



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PRAIRIE *Voices...*

Iowa Farm Women—
More than a Way of Life #2

Grade Level 5

Class Periods 1

Goals/Objectives/Student Outcomes:

Students will:

- **Learn about Iowa's corn production and corn products.**
- **Compare and contrast farm life of a farm woman now and in the 1920s.**
- **Create an art project portraying Iowa farm culture or complete a creative writing project using selected vocabulary and complete an appropriate illustration.**

Materials:

1. Chalkboard
2. Transparencies of "Farmhouse Then and Now" (*see* attachment)

Option #1 art project:

1. Shoe boxes for diorama
2. Scraps of paper, yarn, pipe cleaners, etc.
3. Colored construction paper
4. Spools, buttons, toothpicks, small print fabric scraps, etc.

Option #2 art project:

1. Story writing paper
2. 12"x18" construction paper or oak tag
3. Crayons and markers
4. Loose kernels of corn and school glue

Background:

Here are some ways farming has changed in the past 150 years. For more details about the subject, read these issue of *The Goldfinch:* Spring 1993 (vol. 14, no. 3) and February 1990 (vol. 11, no. 3).

Animals roamed through the field until farmers put up fences. Now, many farmers who raise cattle and hogs for sale keep them in special barns and feed them special food to make them grow fast.

Women on farms used to weave all of the cloth and sew the family's clothing. They had to wash all the clothing in a large pot or barrel. Now, most clothes are purchased, and automatic washers quickly do the job that once required long hard work by hand.

Families on farms once grew all of their own fruits and vegetables and obtained meat, milk, eggs, and butter from their animals. Now, farmers, like those who live in town, may have gardens, they buy most of their food from grocery stores. While some people on farms still keep chickens, the number of people who do is much less than it used to be.

Men on farms once did field work using oxen or horses to pull the implements. Now, farmers rely on tractors and many other kinds of manufactured equipment to plow, plant, and harvest their crops.

Farm women used to spend all their time on the farm cooking and performing their chores and household tasks. To earn extra money they sold eggs and cream. Older girls sometimes hired out to other farms to help with chores and sent their wages back home to help out their families. Now, many farm women have jobs off the farm, where they earn much more than they could by selling eggs and cream.

Procedure:

1. Ask students to name the number-one crop produced in Iowa (corn). Begin by brainstorming on the chalkboard all the ways Iowa's corn products are used. (sweet corn on the cob, corn bread, cornmeal mush, corn syrup, oil, cereal, etc.).

Today there are over 360 different uses for corn products. Corn is even used in paint, paper products, batteries, clothing, mouthwash, and shampoo! More than 100 different food items in U. S. supermarkets are made from corn. Today in Iowa we produce 1.7 billion bushels of corn every year, as compared to 400 million bushels produced in 1929.

Write down both figures. Discuss why production has increased and what effect this has on Iowa farmers, Iowa farm women, and Iowa's environment.

2. The Iowa farm woman of long ago spent many hours in the spring, summer, and fall involved in corn-related activities. Many still do. List what jobs or tasks she might have done that had to do with corn (helping to plant, cultivate, and harvest field corn, driving tractors, pulling wagon loads of corn,

operating machinery, picking and shucking sweet corn, canning it or freezing it). How many of these activities have the students helped with themselves?

3. Using transparencies of *The Goldfinch* drawing of an Iowa farm house, compare the kitchens of today and yesterday where an Iowa farm woman might cook and prepare corn and corn products. Try to find the contrasting items:

Farmhouse Now and Then—Answers

THEN/NOW
no telephone in kitchen/telephone in kitchen

kitchen floor of wood with a rug/kitchen floor of tile

freestanding stove/built-in electric stove with fan and hood

icebox/electric refrigerator and freezer

no television/television (color and cable options)

pitcher of water and basin/sinks with running water (hot and cold in same faucet!)

no dishwasher/dishwasher

old style bed/modern water bed

kerosene lamp/electric lamps

closet/extra bathroom

coal heating stove/heat from gas-fed furnace

front door with glass pane/wooden door to keep heat inside

porch has posts and fancy trim work/porch is wide and clear

Project time: Be sure to have popcorn popping to munch while working on these art activities.

Option #1—Farm House Diorama
Create an Iowa farm house — similar to the "THEN" house — on transparency. Use a shoe box to complete a room such as the kitchen or bedroom. Make the scene complete using scraps of fabric, paper, yarn, spools, buttons, toothpicks, or whatever can be found. Old magazines or pictures from antique magazines would be very helpful. Work alone or in pairs and describe your scene to the class orally. Would an Iowa farm woman keep busy in your house? What would she do?

Option #2—Creative Writing Story and Illustration
Create a story using the following words: Corn, hybrid, tassel, corn cob, corn husking, harvest, yield, corn crib, and popcorn. Include an Iowa farm woman as one of the characters in your story. Write an adventure having to do with corn. When writing, proofreading, and editing are finished, prepare an illustration of the story on a large sheet of paper. Use kernels of corn in a creative way to decorate the illustration. Post these in the room.

Assessment of Outcomes:

Did students contribute to group discussion on corn products and production?

Evaluate Iowa farm house dioramas for historical authenticity, neatness, and creative effort.

Evaluate creative writings on use of vocabulary, theme, and content, as well as quality effort and accompanying illustration.

Extensions and Adaptations:

Research ethanol. What is it? How is it used? How is it manufactured? What are the benefits of ethanol? Why doesn't everybody use it?

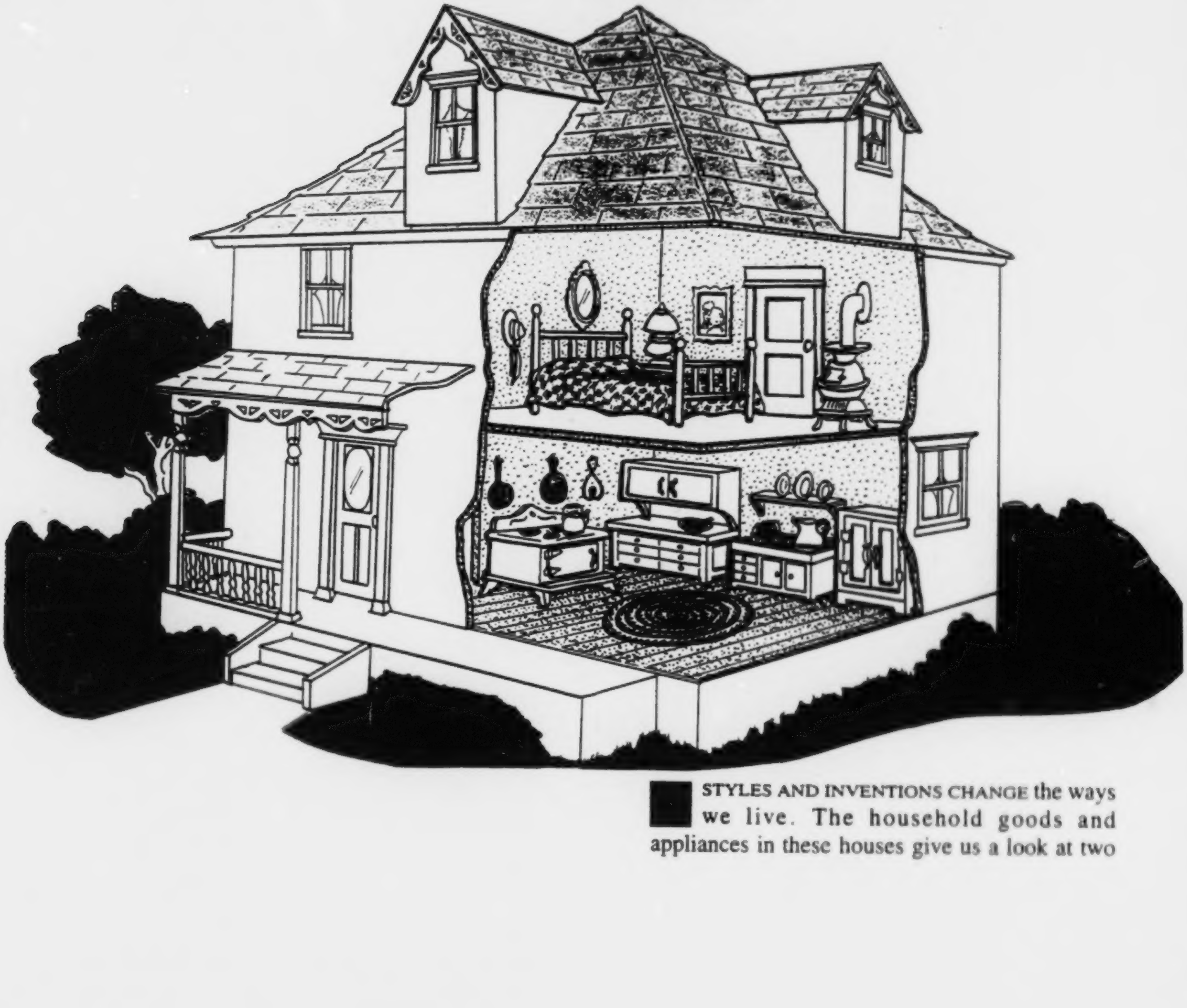
Research corn production in Iowa. What are optimal growing conditions? What is seed corn? Why don't we eat it? Why do people detassel certain rows of corn? Why doesn't a machine do it?

Resources:

The Goldfinch 11 (February 1990).

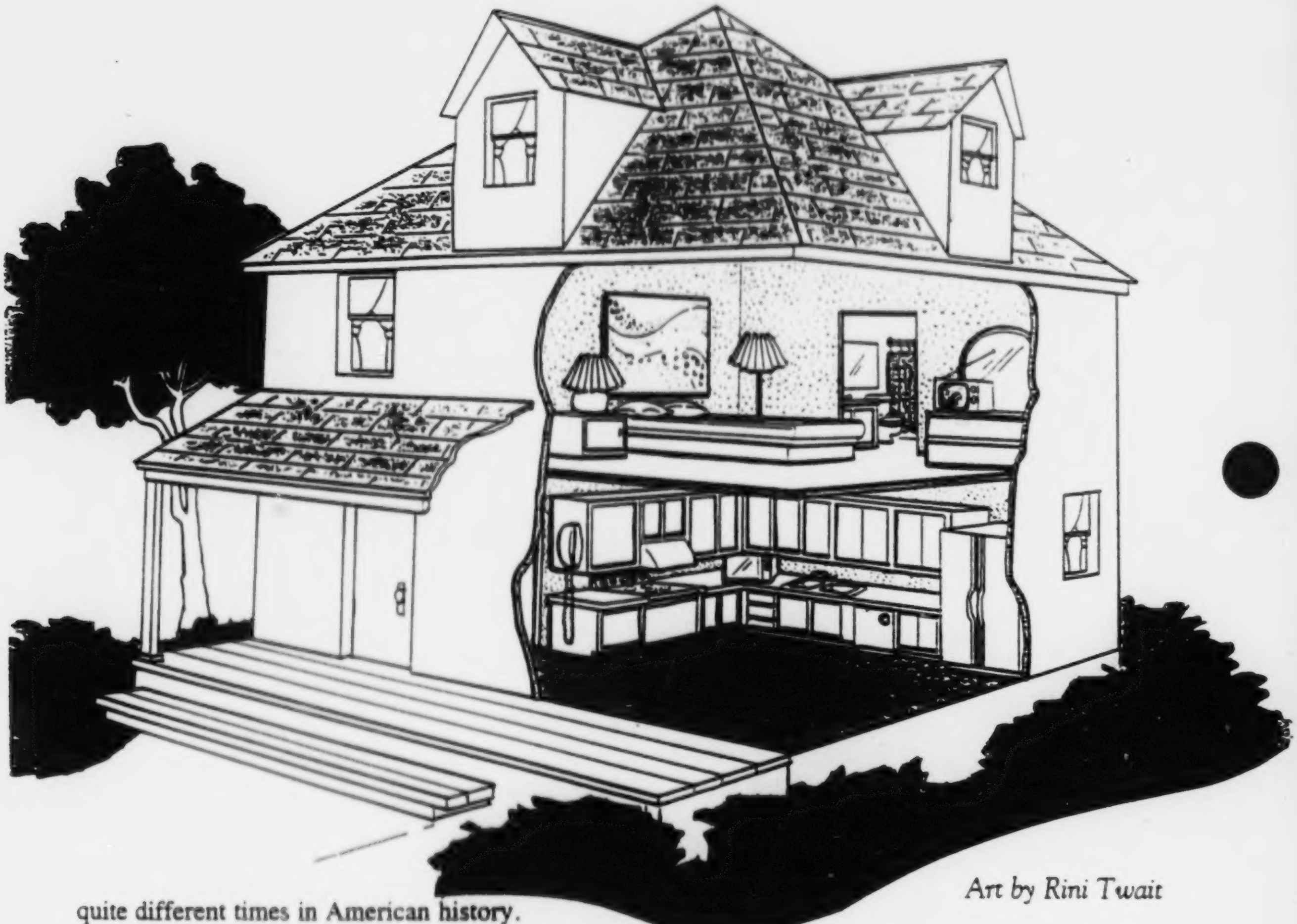
The Goldfinch 14 (Spring 1993).

Farmhouse —Then



STYLES AND INVENTIONS CHANGE the ways we live. The household goods and appliances in these houses give us a look at two

and Now



Art by Rini Twait

quite different times in American history.

Can you name ten pairs of items that show the changes.

We've Gotcha Covered:
The Iowa Insurance Story

Grade Level **5-12**

Class Periods **2**

Goals/Objectives/Student Outcomes:

Students will:

- **Understand the relationship between financial risks and the development and growth of the insurance industry in Iowa.**
- **Identify types of risks faced by Iowans, past and present.**
- **Discuss ways Iowans have protected themselves against these risks.**
- **Discover ways in which insurance companies measure risk.**
- **Explore the different types of insurance available.**
- **Recognize Iowa-based insurance companies.**

Materials:

1. Telephone directory yellow pages for Insurance Companies
2. Sanborn Fire Maps
3. Samples of Insurance Policies from local insurance companies

Background:

Loss of property, health, or the life of a loved one can be financially devastating. Insurance provides a way of dealing with such losses by sharing the financial costs among a group of individuals. Insurance operates on a principle called risk sharing. One person's loss is compensated by contributions received from the other policy holders.

The practice of risk sharing began more than 5,000 years ago when Chinese merchants split their wares among many Yangtze River boats. This way, no single merchant would suffer a complete loss if a few boats sank. In the 1300s Italian merchants obtained insurance policies to protect against losses resulting from ships that were plundered by pirates. The term "policy" is believed to derive from the Italian "polizza," which means promise or understanding.

After 1500 the English also insured their ships. A ship owner would post an agreement, and those interested in sharing the profit (or loss) would write their names under the agreement. This is where the term "underwriting" comes from. Edward Lloyd's London coffee house was a gathering point for shippers and sailors. It also became a good place to conduct insurance and business. Today Lloyd's of London is one of the world's most recognized insurance companies.

The first successful fire insurance company in America was started in Philadelphia in 1752 by Benjamin Franklin. Some types of insurance, such as life insurance, were slow to become accepted.

In Iowa, insurance played a vital role in the expanding commerce of frontier communities. The Mississippi River was an important transportation route for goods and people. It also contained treacherous currents and hazards such as uprooted trees and sandbars and winter ice. Insurance eased the risk of loss for merchants and steamboat owners. As commercial operations expanded, so did the need for insurance.

In 1837 a fire destroyed the territorial capitol, five stores, and two groceries in Burlington. This disaster inspired community business leaders to form Iowa's first insurance company. In the following decades more companies were established.

Few of Iowa's early farmers purchased fire insurance. Instead, they took safety measures to inhibit prairie fires. Often they would surround their farms with furrows of land, or prairie breaks that protected valuable buildings.

New technologies created new risks of fire in homes, businesses, and farms. Some of these hazardous items included electrical appliances, gasoline, heating fuel, and Christmas decorations. Iowans sought ways to reduce these risks. Home safety items used over the years include containers of sodium carbonate (baking soda), carbon tetrachloride globes, fire extinguishers, lightning rods, and smoke detectors.

Underwriters Laboratories, a national group founded in 1894 by insurance underwriters, was formed to ensure that household items met fire safety standards. Community maps helped fire insurance companies determine the degree of hazard associated with each property and also showed the location of water mains and hydrants and fire alarms. One Iowa fire insurance map company, the Bennett Map Company, was based in Cedar Rapids.

Despite the growing availability of fire-prevention methods, tragic fires haunt Iowa history. Dubuque's St. Cloud Hotel, once called the "largest building in the entire west," was destroyed in an 1858 fire. In 1889 41 buildings in downtown Grinnell burned in less than 3 hours. Fireworks nearly destroyed downtown Spencer in 1931.

"Mutual" insurance thrived in Iowa. Iowans, especially farmers, liked mutual companies because such firms were small, locally owned, and their fees were relatively low. Church congregations, immigrant groups, and farmers' organizations (like the Grange) started mutuals. Unlike other insurance companies, mutuals charged policyholders only after a loss occurred. If there was no loss, there was no charge. Insurance companies, on the other hand, collected premiums in advance.

By 1920, 162 mutuals operated in Iowa. Some of them were formed to insure a specific industry or hazard. Mill Owners Mutual Fire Insurance Company was created in 1875 to provide insurance for grain mills. Other insurance companies had refused to insure the mills, which were considered a high risk for fire.

Tornadoes, common in this part of the country, caused much destruction. Some insurance companies allowed their policyholders to cover any tornado damage through their fire insurance. The mutuals, however, were too small to cover such losses. Iowa Mutual Tornado, Cyclone and Windstorm Insurance Association was a statewide mutual established to protect against these expensive disasters.

Life insurance began as a way to provide two simple benefits: to pay for burial costs and to provide financial security for one's dependents. The large number of casualties during the Civil War underscored to many the need for life insurance. America's bloodiest conflict, it claimed the lives of 13,000 Iowans. In Iowa, where no life insurance companies had existed before the Civil War, the industry expanded dramatically after that tragic conflict.

Life insurance also can be used as a savings plan and to provide financial help in case of disability or long-term care.

Other events and innovations increased the need for life insurance. For instance, the Spanish Flu (1918-1919) killed 7,800 Iowans. The flu caused a 25 percent drop in the average life expectancy of Americans. New methods of transportation, such as the automobile, resulted in the rise of accidental deaths. Today, the high cost of treating AIDS, heart disease, and cancer are of concern to insurance companies.

Automobiles created new risks. Their great speed and size made them dangerous to people and property, and expensive to repair when damaged. In 1898 Travelers Insurance Company of Hartford, Connecticut, issued the first automobile insurance policy. Many insurance companies that once sold only fire insurance now began to sell automobile insurance. At first, rates were based solely on the characteristics of the vehicle. Today other things affect car insurance rates, including the age, driving record, and residence of the insured.

Iowa insurance companies developed safety standards, which they also used to advertise their company. The State Auto Insurance Association placed "X marks the spot" signs at the scenes of fatal accidents to remind people to drive safely. IMT Insurance Company (Mutual) instructed children on traffic safety. Allied Mutual Automobile Association lent special dual-operated cars to driver-education classes.

One of the greatest struggles of the industry has been to reduce the number of drunk drivers. Drunk driving is a leading cause of automobile accidents. In 1947, The Preferred Risk Mutual Insurance Company insured only non-drinkers, whom they believed caused fewer accidents. In 1980, a California mother whose daughter was killed by a drunk driver founded Mothers Against Drunk Driving (M.A.D.D.). This group receives support from the insurance industry for its work in preventing drunk driving and helping its victims.

Many car safety devices were designed to reduce injury. These include brake lights, turn signals, bumpers, seat belts, air bags, and anti-lock brakes.

After the Civil War, the invention of many new machines created new jobs for millions of American workers. But these new jobs, often involving unsafe machines, caused injuries for many workers. By 1900, the rising number of serious injuries caused Iowa to begin investigating the working conditions in the state's factories. By 1905, a commission documented about 140 accidents weekly.

In 1913 Iowa joined a nationwide trend when it passed worker's compensation laws. Now employers were responsible for injuries caused by defective machinery or negligence by the company's management. The Employer's Liability and Workmen's Compensation Act obliged Iowa employers to buy liability insurance. Companies often hire specialists to advise them how to reduce accidents and, therefore, claims. Injury claims have changed over the years. Early claims were most often the result of amputations. Today's claims largely involve medical problems related to repetitive movement ailments, such as carpal tunnel syndrome.

Health insurance has revolutionized peoples' lives during the last 50 years. As medical advances have dramatically increased life expectancy, the costs of medicine, hospital services, and surgery have skyrocketed. Health insurance, along with Medicare and Medicaid programs, helped Americans cope with this revolutionary change.

Around 1888 residents of Muchakinock, Iowa, a coal-mining town, created one of Iowa's earliest forms of health insurance. The Society of the Muchakinock Colony was formed to provide burial expenses and pre-paid medical care. Single miners paid 50 cents, families paid $1 per month. This covered 80 percent of a doctor's bill. A miner also received $3 a week during an illness.

About the same time the Iowa State Traveling Men's Association was one of the nation's first insurance companies to provide protection for men who traveled for business. The Interstate Businessmen's Accident Association, formed in 1908, paid both death benefits and "loss-to-income" benefits to businessmen suffering either accidents or ill health.

One of the nation's earliest forms of health insurance for hospital care began in Grinnell in the 1920s. Grinnell College offered hospital care to students and faculty for a fixed monthly fee.

The Depression forced many people to go without medical care. Many hospitals nationwide faced bankruptcy. Unemployed people paid for hospital care with goods or services.

continued

Blue Cross and Blue Shield of Iowa and South Dakota, began in 1939. Its pre-pay plan was designed to provide affordable health care and to save hospitals from bankruptcy. Members paid regular dues in exchange for hospital care. Blue Shield formed in 1945. It offered doctor-care benefits, with the doctor receiving payment directly from Blue Shield. This form of health insurance became a popular employment benefit for many companies. As health insurance increased in popularity, many other companies offered competitive plans.

By 1920 the world was on the verge of significant medical breakthroughs. Pathologists could now diagnose diseases, although effective treatments often were unavailable. By the middle of the 20th century, treatments were invented for diabetes, polio, and kidney failure.

Despite these medical advances, health risks still abound. The extensive use of narcotics, alcohol, and tobacco contributes to many illnesses and increases the expense of medical care.

Vocabulary:

Actuary: Person who computes insurance risks and premiums.

Agent: Person representing an insurance company to a customer.

Beneficiary: Person named in an insurance policy to receive the proceeds or benefits.

Coverage: All risks covered by the terms of an insurance contract.

Insurance: Contract by which a company guarantees a person or group that a certain sum of money will be paid in case of a loss by fire, death, accident, theft, or another similar event.

Law of large numbers: A mathematical concept of risk sharing. One loss is compensated with contributions received from the large number of other policy holders.

Mutual: A locally owned and operated insurance company that charges policy holders for losses only after they occur. If there is no loss, there is no charge.

Policy: A written contract between the insurer and the insured.

Policy holder: The individual or group owning an insurance policy.

Premium: A payment for insurance coverage.

Reinsurance: To transfer some or all of the coverage from the original insurer to a second company.

Risk: The possibility of loss or injury; source of danger.

Risk sharing: Sharing the financial loss or group among a large group.

Procedure:

Have students work in groups to develop answers to the following questions. The results may be presented in both a written and an oral report.

What major catastrophic events have happened in your community? Check city or county histories to help you locate such events (these can often be found at your public library). Then check local newspapers for those dates to learn more about the event. What happened? Who was involved? Do the articles mention insurance coverage?

The Civil War and the losses faced by people during that period increased the awareness of the need for insurance. How did the Civil War affect your community? How many local people went to war? Did most of them return?

What occupations exist in your community? Which are perceived as being the most dangerous? What hazards are associated with the occupations? Keep in mind that most jobs have some risks involved.

Take a look at your family car. How many safety features can you find? Which ones are required by law? Find our when these features were introduced. When did they become required? Who was involved in their development? Can you find any references to involvement from insurance companies?

What insurance companies are now, or have been located in your community? How did they become established? Where did the company originate?

Assessment of Outcomes:

Have each student group present its small group discoveries in panel discussion format.

Extensions and Adaptations:

Find out how much it would cost to replace the items in your school room. A local insurance agent might help you figure out how much insurance coverage you would need.

Write an insurance policy for your class. What are the odds of someone being injured in your classroom or on the playground? Your teacher may be able to give you figures from past school years. Use this information along with the help of a local insurance agent.

Check your school and home for hazards. What can you do to eliminate those hazards and reduce your risk? Make this a class project.

Locate Sanborn Insurance maps. There is probably a map for your community. Try your public library, local museum, or county courthouse. From these maps you can recreate areas of your community. Try making a three-dimensional model of your community. How has your community changed? What effect might this have on the types of risk prevalent in the area?

Create your own insurance company. Design ads and a logo. What type of insurance will you provide? What type of premiums will the insured pay? How will you market your service?

Resources:

Books and Articles, Grades 4-8

"Health in Iowa." *The Goldfinch* 9 (April 1988). (SHSI, PL)

Dorothy Schwieder, Thomas Morain, and Lynn Nielsen. *Iowa Past to Present.* Ames: Iowa State University Press, 1991. (SHSI, PL)

Books and Articles, Grades 9-Adult

John Bainbridge. *Biography of an Idea: The Story of Mutual Fire and Casualty Insurance.* Garden City, NJ: Doubleday, 1952. (SHSI)

William H. Cumberland. "Iowa Fights the Spanish Influenza." *The Palimpsest* 62 (1981) 26-32. (SHSI, PL)

Henry Giese. *Of Mutuals and Men: The Story of the Rise of Mutual Insurance In Iowa.* Des Moines: Garner Publishing, 1955. (SHSI)

Barbara Beving Long. *Des Moines and Polk County: Flag on the Prairie.* Northridge, CA: Windsor Publishing, 1988. (SHSI)

George Sexton Pease. *Patriarch of the Prairie: The Story of Equitable of Iowa 1867-1967.* New York: Appleton-Century-Crofts, 1967. (SHSI)

John L. Stanford. *Tornado: Accounts of Tornadoes in Iowa.* Ames: Iowa State University Press, 1965. (SHSI)

Marjorie Vandervelde. "Iowa's First Fatal Auto Accident." *Iowan* 7 (Aug.-Sept. 1959). (SHSI, PL)

Joseph F. Wall. *Policies and People: The First Hundred Years of The Bankers Life.* Englewood Cliffs, NJ: Prentice-Hall, 1979. (SHSI)

It's a Risky Life

Name ____________________

Date ____________________

Directions: List 10 risks you and your family and friends may face on any given day in Iowa, what may cause each risk, and how to avoid each danger. (Look for examples of these risks when you visit "We've Gotcha Covered.")

	Risk	**Possible cause**	**How to avoid risk**
(example)	Car accident	Drunk driving	Don't drink and drive

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

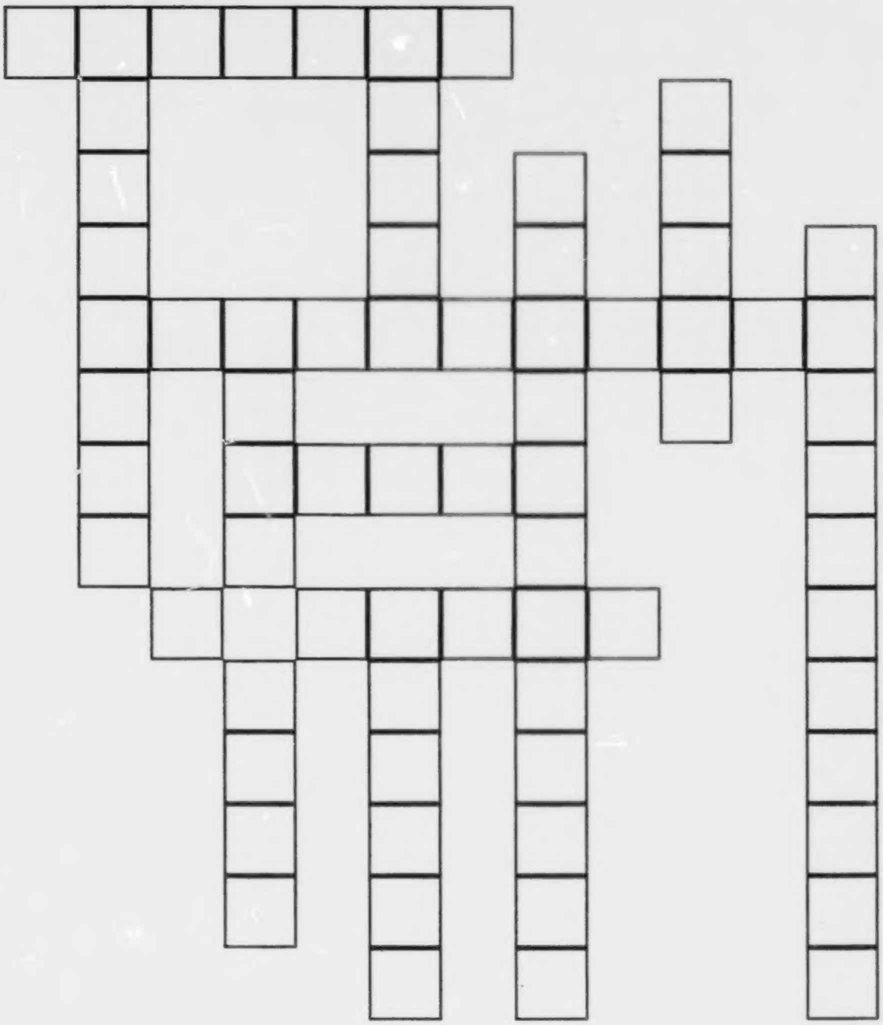
7. ____________________

8. ____________________

9. ____________________

10. ____________________

Vocabulary Quiz

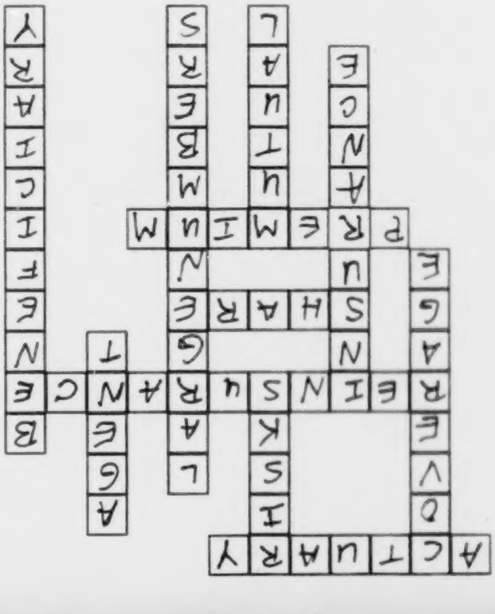


Across

1. Person who computes insurance risks
7. To insure again
9. Insurance does this with a risk
10. Payment for coverage

Down

2. Terms of an insurance contract
3. Dangers
4. Insurance company representative
5. Law of _ _ _ _ _ _ _ _ _ _ _ _
6. Person receiving proceeds of an insurance policy
8. This is purchased to protect against loss
11. Type of insurance company



VI. Folklife

The folklife information on the following pages has been adapted from "Nevada Folklife Curriculum" written by Andrea Graham and the "Palm Beach County Curriculum" written by Janis Rosenberg. This general information is followed by three lesson plans which are designed to fit into a social studies class, Iowa history in particular, but with very little modification they can be used for U.S. history classes and in English classes with assignments made into writing exercises. A general list of resources precedes the lesson plans. In addition to the lesson plans is more specific folklife information that has not yet be formalized as lesson plans. However, there are some suggested activities that could be tested in the classroom if the teacher has the time and inclination to do so. The general information and lesson plans are intended as a starting point for introducing teachers and students to the field of folklife. Each lesson has some suggestions for including folklife materials in a number of different subjects, from math to vocational education. Once you and your students have a basic understanding of what folklife is, you will see examples of it everywhere. In this way, without a lot of extra time or special lessons, folklife can become a recurring theme in all subject areas, just as it is woven throughout all facets of our lives.

Folklife is all around us, it is part of all of our lives; in fact it is so close that we usually don't see it as a subject worthy of study. Folk culture is everyday culture. But it is precisely because folklife is so integral to who we are that it is so revealing and can teach us so much about our family, our community and our nation. By extension, studying the folk traditions of another person can help us understand their view of the world, too, and help us see that people are not so different in their basic needs and feelings, just in how they express them.

Since everyone, even the youngest schoolchild, has and uses folklore, there is plenty of material for students to draw on. This makes a folklore unit a good starting place in the study of state or national history and culture, and even for the study of other countries. Folklife topics are great for writing assignments because they let students write about themselves and something they are familiar with. And traditional systems and styles of math, science, crafts, and music can be brought in to the classroom as a way of connecting students to the local culture. The following list suggests ways folklife can be used not only in Iowa history or social studies classes but also in other disciplines.

English: Have students use their own traditions and stories as subject matter for writing assignments. Asking kids to write about how they were named, or their favorite holiday traditions, will guarantee interest, and no one will say they can't think of what to write. Elizabeth Simons' book *Student Worlds, Student Words* (listed in the bibliography) is an excellent resource for using folklore in writing classes. Another approach in English classes is to look for elements of folklore in the literature your students are reading. Writers such as Mark Twain incorporate things like jokes, superstitions, local legends, nicknames, and lots of children's lore in their stories. Harper Lee's *To Kill A Mockingbird* is full of examples, as are Laura Ingalls Wilder's "Little House on the Prairie" books.

Math: The geometry of quilt patterns, measuring lumber to build a shed, counting cows or sheep being branded or sold, and measuring ingredients for cooking are just a few examples of the ways math is applied in traditional life. There are math riddles that kids test each other with; and we are always approximating costs, distances and other amounts with traditional formulas.

Science: Science classes can explore the scientific basis for such folk practices as dowsing or water witching, the use of plants for medicine, traditional agricultural skills and beliefs, natural materials used in crafts such as willow basketry or buckskin tanning, and the ecology or ranching, farming and hunting.

Art: Traditional artists can be used very effectively in the classroom. Demonstrations and hands-on practice in quilting, blacksmithing, Native American willow basketry, beadwork, embroidery, or woodcarving will all expose students to different esthetics and techniques. Students can also see that art and artists are all around them in their community.

Music: Traditional fiddlers, accordion players, piano players, singers and dancers can add a lot to a music classroom. As with artists, musicians are all around us and students can see how music can be a part of life even if one is not a professional performer. Traditions of ethnic groups can be presented and compared.

Vocational Education: Woodcarvers, musical instrument makers, builders, leatherworkers, farmers, agricultural related occupations, and members of just about any occupational group will have their own traditions and skills that can be shared with students. The skills they have learned on the job and from old-timers in their profession are often the richest and most important, and this is an important idea for students to understand. This should not diminish what is learned formally in school, but just makes us aware that there is more to a job than the routine skills.

Home Economics: Traditional cooks from various ethnic groups can share their recipes and skills in cooking classes, and traditional quilting, knitting or embroidery would be wonderful additions to a sewing class.

As you prepare your lessons, draw from your local folklife for examples, and always solicit examples from your students. You can be your best resource for traditions that exist in Iowa. Once the initial concepts are introduced, you may be delighted with the contributions your students will want to make—from a boy's christening gown to a scary story told on Friday the 13th.

Even though the following folklife lessons were prepared with middle school students in mind, the lessons are adaptable to almost any grade level. Some of the simpler activities, such as making paper airplanes, talking about names, or collecting recipes would work for elementary students, although probably not for the youngest children. Special Education students can also do some of the activities. And there is enough information in the additional lessons, and in bibliographic references, to develop interesting activities for high school students as well. Also, folklore is a subject that older students can teach to younger students, if that happens in your school.

These lessons don't have to be kept in a classroom setting, either-they would make engaging activities for clubs, boy or girl scout troops, and summer camps. In or out of the classroom, a folklore unit is a good way to get a group working together, learning about each other, and ready to be open-minded about other people and places.

The key to developing an exciting unit on Iowa folklife is using real-life examples from students' own lives and their community. You can see how well they respond and learn when their own traditions are used to illustrate points in the lessons. Use that same sense of relevance to broaden their exposure by using local folks to extend their understanding beyond the classroom and family.

A good place to start is with the list of resource people and institutions in the resource section of this curriculum. Some fieldwork in your area may well have already been done, and the resource people can put you in touch with people who would be good sources of information on local traditions and who could visit your classroom. You may know local historical society members, craftspeople or performers. Ask them to help out. The families of your students are also a good source of information. Talk to them about the project and the kinds of people you are looking for; they may have leads in areas of your community you are unfamiliar with. Then broaden your net and approach local businesses, clubs, stores-anyplace that might have a connection to traditional artists.

The following list is to get you started; the kinds of places you will look will of course depend on the size and nature of your community.

- Ethnic restaurants and groceries: ethnic traditions including food, music, dance, crafts; history of particular ethnic groups in your area.

- Ethnic museums, clubs and associations: same as above.

- Agricultural extension offices and Agriculture Council: history of farming, local crops and livestock, yearly cycle of planting and harvesting, ag products.

- Churches: especially those with ethnic congregations, such as black, Greek Orthodox, Hispanic Catholic, or Korean, Jewish synagogues, and Mormon congregations. Churches often sponsor cultural events such as festivals, bazaars, and saints' days that incorporate traditional foods, music and beliefs.

- Indian tribal offices and senior centers: many tribes have cultural programs already set up, and can help identify basketmakers, beadworkers, storytellers, musicians, dancers and traditional cooks. Smoke shops and other tribal stores usually sell Indian crafts and may direct you to local makers.

- Fabric and quilt stories: traditional quilters and needleworkers.

- Senior citizens centers.

- Hunting and fishing guide services: guides have an intimate knowledge of the local landscape and wildlife, often learned traditionally.

- Local festivals and celebrations: Indian powwows, ethnic festivals, saints day celebrations, rodeos, county fairs, food festivals, church homecomings, ethnic and religious holidays (Columbus Day, St. Patrick's Day, Chinese New Year, Cinco de Mayo, etc.). These occasions are usually rich in traditional performances, crafts, beliefs, and foods and can provide an opportunity to observe folk culture in action and to talk to outstanding artists and knowledgeable members of a folk community.

- Local museums, historical societies and libraries: don't forget these obvious sources of local history and culture. Often paid or volunteer staff members have an extensive knowledge of the community and can direct you to old-timers with traditional knowledge and skills.

The information you gather can be used in a number of ways. You will have specific examples to use in class lessons on various aspects of Iowa folklife. If you took pictures of people, events, or objects, they can be used to make lessons even more interesting. Tape recordings of music or stories are also good for classroom use.

If you have the time and a capable class, you can have the students themselves conduct tape recorded interviews with tradition bearers, take photographs, and write up articles for publication, either in a local newspaper or in a school publication. The well-known Foxfire cultural journalism program in Georgia does just this with great success. They have been putting out a magazine for 20 years, and have had a dozen bestselling books, all written by high school students.

To really help your students understand local traditions, you can invite a folk artist or performer into your class, or take a field trip to his or her home or shop. You might also want to plan a trip to a local museum with senior citizens, who can talk

continued

about the displays and help bring them alive for the students. While traveling, be sure to have students notice the local landscape, buildings, neighborhoods, cemeteries, rural landscapes, and other elements of the area that make it unique.

Bringing a folk artist or tradition bearer into school may be the only way some students can get to see and talk to a traditional artist face to face. Often folk arts are maintained and passed on within a close community and outsiders may never know they even exist. By making students and others aware of the diversity of skills and cultures in their own locale, they can learn to appreciate different traditions and to become more attuned to artistic elements in their own lives. The Department of Cultural Affairs-Iowa Arts Council has an artist-in-residency program that can help you bring an artist, musician, or performer into the classroom.

Arranging for a folk artist to visit your school should not be difficult or complicated, but there are a few things to think about to make the experience pleasant for everyone. The ideal visit will be with one class at a time. Most folk arts are intimate in scale (with the exception of some music and dance traditions) and are not suited to large workshops or assemblies. Students should be able to see what is going on, and should be encouraged to ask questions. They should be prepared ahead of time with background information on the artist and his or her art.

An artist from a performing tradition may also be appropriate for a school assembly, although classroom visits will probably be more beneficial to the students. A musician, singer, or farmer poet, for example, could perform for a larger group as long as he or she is at the school and is willing, so more kids could at least be exposed to their art.

If you have the time and a capable class, you can have the students themselves conduct tape recorded interviews with tradition bearers, take photographs, and write up articles for publication, either in a local newspaper or in a school publication. The well-known Foxfire cultural journalism program in Georgia does just this with great success.

Folklife Resources:

American Folklore Society. *Folklore Folklife.* Washington, D.C.: The American Folklore Society, 1984.

Peter Bartis. *Folklife and Fieldwork: A Layman's Introduction to Field Techniques.* Washington, D.C.: American Folklife Center, 1982.

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Edward Ives. *The Tape Recorded Interview.* Knoxville, TN: University of Tennessee Press, 1980.

Herbert Knapp and Mary Knapp. *One Potato Two Potato: The Secret Education of American Children.* New York: W. W. Norton, 1968.

Bruno Nettl. *Folk Music in the United States: An Introduction.* Detroit: Wayne State University Press, 1976.

Phillipe Aries. *Centuries of Childhood.* New York: Vintage, 1962.

Mary Ellen Goodman. *The Culture of Childhood: Child's Eye Views of Society and Culture.* New York: Teachers College Press., 1970.

Johan Huzinga. *Homo Ludens.* Boston, MA: Beacon Press, 1955.

Peter Opie and Iona Opie. *Children's Games in Street and Playground.* Oxford, England: Oxford University Press, 1969.

Brian Sutton-Smith, et al. *The Folkstories of Children.* Philadelphia: University of Pennsylvania Press, 1981.

Ann Cook, et al. *What Was It Like When Your Grandparents Were Your Age?* New York: Pantheon, N.D.

Janet Dixon and Dora Flack. *Preserving Your Past: A Painless Guide to Writing Your Autobiography and Family History.* Garden City, NJ: Doubleday and Co., 1977.

Family Folklife Program of the Festival of American Folklife. *Family Folklore.* Washington, D.C.: Smithsonian Institution, 1976. (order direct from Smithsonian's Office of Folklife Programs, L'Enfant Plaza Suite 2600, Washington, D.C. 20560).

Steven Zeitlin, Amy Kotkin, and Holly Cutting Baker. *A Celebra-*

tion of American Family Folklore. New York: Pantheon Press, 1982.

Judith M. Barnet. "Culture's Storehouse: Building Humanities Skills through Folklore," *Intercom* 90/91.

Max Decker. "Local folklore: An Untapped Treasure," *School and Community* 59 (1972): 23.

Rachel Davis DuBois. *Build Together Americans: Adventures in Intercultural Education for the Secondary School.* New York: Hinds, Hayden, and Eldredge, Inc., 1945.

Philip D. Jordan. "Folklore for the School," *Social Education* 15 (1951): 59-63, 74 1951.

Edith W. King. *Teaching Ethnic Awareness: Methods and Materials for the Elementary School.* Santa Monica, CA: Goodyear Publishing Co., 1980.

National Education Association. *Americans All: Studies in Intercultural Education.* Washington, D.C.: NEA, 1942.

Michael G. Pasternak and James Yonts, Jr. *Helping Kids Learn Multicultural Concepts: A Handbook of Strategies.* Champaign, IL: Research Press, 1979.

Bernard Weiss, ed. *American Education and the European Immigrant, 1840-1940.* Urbana, IL: University of Illinois Press, 1982.

David Weitzman. *My Backyard History Book.* Boston: Little Brown, and Co., 1975

Pamela Wood. *You and Aunt Arie: A Guide to Cultural Journalism Based on Foxfire and Its Descendants.* Lakewood, CO: Great American Printing Co., 1975.

Sylvia Yee and Lisa Kokin. *Got Me a Story to Tell, A Multi-Ethnic Book: Five Children Tell About Their Lives.* San Francisco, CA: St. John's Educational Threshold Center, 1977.

Betty J. Belanus, et al. "Folklore in the Classroom." Indianapolis: Indiana Historical Bureau, 1985. Workbook developed for Indiana school teachers; includes definitions and essays on aspects of folklife. Lesson plans, activities, resources. Lots of useful suggestions and background. Available for $5.00 from Indiana Historical Bureau, 140 North Senate, Indianapolis, IN 46204.

The Foxfire Fund, Inc., Rabun Gap, GA 30568. The Foxfire organization has a teacher outreach program, publishes a newsletter, and helps organize regional networks of teachers using the Foxfire approach to education. This is an excellent resource and a great way to get kids involved in their communities.

Marsha MacDowell, ed. *Folk Art in Education: A Resource Handbook.* East Lansing, MI: Michigan State University, 1987.

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Randi Sinlnutzer and Beth Gildin Watrous, eds. *Drawing from the Well: Oral History and Folk Arts in the Classroom and Community.* Greenfield, MA: Pioneer Valley Folklore Society, 1990.

Eliot Wigginton, ed. *The Foxfire Book.* Garden City, NY: Doubleday, 1972.

Eliot Wigginton. *Sometimes a Shining Moment: the Foxfire Experience.* Garden City, NY: Anchor Press/Doubleday, 1986.

Understanding Folklife and Folklore

Grade Level **K-12**

Class Periods **2-3**

Goals/Objectives/Student Outcomes:

Students will:

- **Identify in writing at least two kinds of folk, folk groups, and folklife.**
- **Examine the basic characteristics of folklore using examples of their own folklore and cite two examples of how traditions are transmitted.**

Materials:

1. cigar or shoe boxes
2. paper, glue, scissors
3. items to identify student or teacher
4. paper for paper airplanes
5. jump rope
6. "Who Am I?" worksheets

Background:

The legislation that set up the American Folklife Center in the Library of Congress in 1976 defines American folklife as "the traditional, expressive, shared culture of various groups in the United States: familial, ethnic, occupational, religious, and regional." It continues, "Expressive culture and symbolic forms, such as custom, belief, technical skill, language, literature, art, architecture, music, play, dance, drama, ritual, pageantry, and handicraft. Generally these expressions are learned orally, by imitation, or in performance, and are maintained or perpetuated without formal instruction or institutional direction."

Definitions are very neat and concise, but it is usually easier to understand what folklife is by using specific examples (we use the terms folklore and folklife interchangeably, although folklore tends to imply oral traditions, and folklife includes the broader range of material and customary traditions such as crafts, architecture, occupational skills, and holiday celebration).

The term *folk* is most often associated with people who live in rural communities. Folklife is usually considered the "old-time" activities of these people: quilting and playing hoedowns on the banjo. These applications of the term are not entirely incorrect. Yet the term *folk* can be applied to a wider range of people. Alan Dundes, a folklorist who teaches at the University of California at Berkeley, defines folk as "any group of people whatsoever who share at least one common factor." The key word defining "folk" is **people**. Folk are people. **Folk groups** are groups of people who share at least one common factor (language, religion, occupation, etc.). Folk groups meet on a regular basis, oftentimes in face to face situations. There are exceptions to this, however. For example, folk groups such as CB radio operators meet regularly through their radios rather than face to face. Nonetheless, when folk groups meet and share, they are creating **folklife**, the activity of folks in folk groups.

Folklife is characterized by several traits. First, it is learned and passed on informally, usually by word of mouth or by example in face to face situations. It is not the information we gain from books or by watching TV. It is the joke we hear from a friend and pass on at the dinner table that evening; it is learning to make a paper airplane by watching and trying ourselves.

Second, folklife is traditional; that is, it has some depth in time. A story we tell about a strange experience that happened to us yesterday is not folklore, although it may well contain some elements of traditional narrative. A story about the poodle who blew up while being dried in a microwave, heard from a "friend of a friend," has been spread around the country for years by oral transmission and is an example of folk tradition

Third, folklife is shared within groups of people, the "folk" in folklore. The group can be a school class, a family, an occupational group such as teachers or ranchers, or an ethnic group. Folklore binds a group together, reflects its shared values and interests, and can serve to educate newcomers into the ways of the group. An individual's good luck belief or ritual is probably not folklore; a similar practice or belief subscribed to by a whole group of sixth graders is.

Fourth, folklore exists in different versions. Two people can tell the same joke, recognizable as such, but each version will be a little different. Everyone can make a paper airplane, but each will be a slight variation on a theme.

Fifth, folklore is usually anonymous in origin; no one knows who made up the first knock-knock joke, or who the first person was to make a particular kind of saddle. Traditions are added to and changed constantly, so they are really group productions as well as individual creations.

Finally, and perhaps most crucially, folklore is creative. It goes beyond the functional to include someone's idea of beauty or fun. It expresses something important about the culture that supports it. It makes life interesting. And it is central to what makes us human.

Folk arts are informal and local or regional. Examples include southern fiddle and banjo music, local historical legends, log houses, cowboy poetry, town celebrations, family holiday customs, handmade saddles and home remedies. Folk arts are different in different parts of the country; they tend to change little over time, but vary widely from place to place.

Folk arts are all important, and they all contribute to the richness of our society. For a long time, however, the folk arts have been often overlooked. They have been taken for granted or accorded lesser status because they are part of the everyday world. There seemed to be nothing "special" about them. But imagine what life would be like without the rituals of everyday life we share with our families, colleagues and friends. Think how much it means to be able to share a joke with fellow teachers, a joke probably no one else would understand. Think about the things that make your community unique-the look of farms and ranches on the land, the style of houses, the ethnic restaurants, the community celebration, the stories about how local landmarks were named. Think about how important the skills of musicians, dancers, crafts workers, cooks and storytellers are to your community, your church, your ethnic group, and your family. It is folklore that makes life personal and real and relevant.

We would not create, use and pass on folklore if it didn't serve some purpose in our lives and our communities. Many types of folklore are entertaining-music, stories, games-but often they also serve as important means of educating people, particularly young people, into the values and beliefs of their culture. As such, they also are a strong tool for maintaining group solidarity, expressing shared esthetics and attitudes, and validating cultural norms. Interestingly, folklore sometimes seems to express ideas that are contrary to a group's values; this may actually reinforce those values by going to the opposite extreme. And we can't overlook the important function of "letting off steam" and testing limits that such things as dirty jokes, song parodies, and graffiti fulfill.

Aside from the ability of folklore to educate us about our local community and make us aware of the importance of tradition in our own lives, what can it tell us and our students about the larger world? Because everyone has folklore, no one is left out. Students have a wealth of examples from their own lives that can be used to understand the lives and traditions of others. Folklore is so close that the problems of relevancy are nonexistent. From an understanding of their own traditions and folk groups, students can reach out to the folk cultures of other groups in their community. Folklore is a road into other ways of life. Other people aren't weird or odd, just different; they do the same things we do, they just express them a little differently. By moving from themselves to their communities, and then to the state, the whole country, and even to other cultures around the world, students can make leaps of understanding. They can learn to appreciate diversity, even to revel in uncovering the similarities and differences between themselves and others. From this comes, we hope, tolerance of others and an openness to new and different experiences that can be carried on through life.

Many different type of objects and activities are included under the heading of folklife: oral lore such as stories, jokes and legends, songs, instrumental music, dance, beliefs and superstitions, celebrations and holidays, games, occupational skills, vernacular architecture, crafts and food, to name a few.

Traditions are the customs, beliefs, practices, and knowledge passed on in our folk groups. The study of folklife consists of the study of traditions. Traditions are passed on or learned in informal situations in two ways: by word of mouth, and by observation and imitation. Verbal traditions (telling stories and jokes, etc.) are passed on by word of mouth. Materials traditions (furniture making, boat building, quilting, etc.) are learned by observing the actions of more experienced makers and imitating their actions as a means of "learning by doing." Traditions are learned from a variety of people, too. They may be passed *down* from generation to generation, or they may be passed on *between* peers who are members of the same folk group (students, teachers, etc.)

Procedure:

1. Introduce students to the topic of folklife by writing the words "folk," "folk group," and "folklife" on the board. Explain that folk are people like you and the students. Ask students to name the kinds of folks they may know personally and list these under the work "folk" on the board. Have students name the groups they belong to and write these under the heading "folk group." Explain that "folklife" is a compound word made up of two words, *folk*—people and *life*—living. Under the word "folklife," have students give examples of activities which they do daily in their homes that are a part of their family's routine.

2. Speculate about the ways people can be identified as members of a folk group by their names. discuss nicknames, having students who have nicknames tell the class what their nickname is, how they got it, and who calls them by their nickname. Talk about how some of the folk groups (family, scouts, etc.) we belong to use our nicknames to describe us as a member of their folk group.

3. Demonstrate how folklife is all around us by actually collecting examples of folklife. Have students bring items from home, small enough to fit in a cigar or shoe box, that they think represent a kind of folklife found in their town or county. Have the students identify on a slip of paper what the item is and where it came from. Attach the slip to the object and place it in a cigar or shoe box for display.

4. Have each student make a paper airplane; anyone who does not know how can learn from another member of the group. By asking questions about the making of paper airplanes, elicit a list of characteristics of folklore which should be written on the board. Folklore is: learned informally, shared within group, traditional in nature, creative or expressive, exists in versions, anonymous in origin.

For example:
a. How did you learn to make a paper airplane? should get answers about learning from other kids, by watching and doing, not in school or from books. This illustrates the first point, that folklore is learned and passed on informally.

b. Who makes paper airplanes? Kids, not adults (although all

continued

adults were once kids and do know how to make airplanes, they probably don't much anymore); the lore is shared by that group. Kids also share other traditions, such as games and jokes, that other group don't use.

c. Do you think your parents or older brothers and sisters know how to make paper airplanes? They probably do; the tradition has been passed on for a long time, it is not new.

d. Do paper airplanes serve a purpose? Or are they for fun? They are not really functional, they serve as an outlet for creative expression.

e. Are all of the planes here exactly alike? They are all a little different, but they are still all recognizable as paper airplanes; they exist in versions.

f.. Who made the first paper airplane? No one knows, but the idea has been picked up and passed down by generations of school children.

5. Discuss how a person learns to practice a tradition by using a familiar example. Have the students teach another student a process using one or more of the following: jump rope rhyme, storytelling, Chinese stars, hand clap games.
- Point out that in each case a tradition is passed from one person to another in a very similar way (informally, by repeating the words or imitating the action).
- The act of passing the rhyme or making the object is called "transmission."

6. In small groups, discuss and share various cures for hiccups. Let the kids talk about how they cure hiccups, and see how many different cures they have heard. After a few minutes, lead a class discussion on hiccup cures, asking for all the different examples. Repeat the characteristics of folklore in relation to the cures.

Assessment of Outcomes:

Display county/town boxes and have students discuss with one another what the items in the boxes represent.

The students will probably be itching to throw their airplanes; you may want to let them do so before you get back to the lesson, or tell them to wait until the end of class. A target on the blackboard to aim for will help direct their energy and the planes. You might also suggest that they start a bulletin board on folklore, and put up a selection of airplanes to start it off.

Have students complete the "Toy Making" or "Who Am I, Who Are You" worksheet.

Extensions and Adaptations:

In small groups, talk about some kids' games, such as hopscotch, hide and seek, jump rope, or whatever is popular at your school. such things as rhymes to choose an 'it' in games, telephone pranks, tongue twisters, an d jump-rope rhymes are all examples of children's folklore. Ask the students to think about how they learned the games, who plays them (boys or girls, younger or older kids), how the rules are set and if they can be changed, variations described by different kids. In a discussion with the whole class, ask for examples, and again relate games back to the characteristics of folklore on the board. Have students draw different hopscotch boards, playing fields or other visual aspects of games on the board. Some students may come up with examples of games from popular culture (board games, baseball, etc.). You can use this opportunity to explain the differences between them and folk games; they have formal rules, sometimes written down; the game is played the same way everywhere; it is learned in gym class, etc.

Resources:

American Folklore Society. *Folklore, Folklife.* Washington D.C.: The American Folklore Society, 1984.

Andrea Graham. "Nevada Folklife." Nevada Department of Education and Nevada State Council on the Arts, Carson City, Nevada.

"Iowa Folklife." *The Goldfinch* 10 (April 1989).

Janis Rosenberg. "Palm Beach County Folklife: A Guide for Teachers." White Springs, Florida.

Name: ____________________

Date: ____________________

Who Am I, Who Are You?

What is your name? ____________________

Do you have a nickname? If you do, what is it? ____________________

What was your date of birth? __________ Your place of birth? __________

What are your parents' or guardians' names?

Mother: __________ Father: __________ Guardians: __________

Where were they born?

Mother: __________ Father: __________ Guardians: __________

When were they born?

Mother: __________ Father: __________ Guardians: __________

Describe your best friend: ____________________

____

____

____

Describe your favorite possession: ____________________

____

____

____

Describe your favorite game: ____________________

____

____

____

What kinds of clubs or groups do you belong to? ____________________

____

____

____

Name: __________________________

Date: __________________________

Toy Making

Have you ever made a toy from paper, gum wrappers, or rubber bands? Describe your toy by answering these questions:

What is the name of your toy? ____

What materials do you use to make it? __________________________________

____

Who taught you to make the toy? ____________________________________

What is his or her name? ____

Make the toy and tape it onto this page.

Name: ________________________

Date: ________________________

What's in a Game?

Ask a friend to tell you about a game he or she likes to play. Describe the game by answering these questions:

What is your friend's name? ______________________________

What is the name of the game? ____________________________

How did your friend learn to play the game? ______________________

____

Describe below how you play the game:

____

____

____

____

____

____

____

____

Family Folklore

Grade Level **K-12**

Class Periods **2**

Goals/Objectives/Student Outcomes:

Students will:

- **Define in writing family folklore.**
- **Identify aspects of family folklife through discussion of traditions of their own names.**
- **Identify examples of family heirlooms, family stories, and family recipes as types of family folklife.**
- **Look at family bonding and continuity through folk traditions.**
- **Identify family activities which meet the criteria of folklore and folklife.**

Materials:

1. Family photographs
2. Family recipes
3. "Discover Your Own Family Folklife" worksheet
4. "Family Information" worksheet

Background:

Folklife traditions are all of the traditions that are passed on from one generation to another and are usually learned by word-of-mouth. Students hear stories and songs from parents. Often are involved in activities such as catching a fish, making a quilt, or telling a joke. We inherit folklife from our family and friends. When students play a game like tag there is a good chance their great grandparents played the same game when they were the same age. Examples of family folklife is passing on heirlooms, passing on family recipes, learning to do family folk arts such as quilting or woodcarving, having family reunions, telling family stories.

Procedure:

A number of activities in this lesson plan deal with family traditions or require that parents or other relatives be asked for information, such as how a child was named. For this reason, it might be a good idea to send a letter home at the start of the unit explaining the folklore lesson and asking for help and cooperation when children come home asking questions. Some families may not want to share some of the information asked for, and that's fine—cultural traditions are very personal and often private, especially those connected to religion or other belief systems.

Because some parents may be wary of providing information, and because there are so many non-traditional families, a teacher will need to be flexible in making assignments. Some students may not live with either parent, or many rarely see a parent who works late shift, or may not feel they can talk to a parent, and so will have a hard time with a few of the assignments (how they were named, collecting a family recipe). Alternatives might need to be suggested in these cases, such as having a student write about his or her nicknames rather than a given name, or getting information from another adult like a neighbor or foster parent. If there are no family celebrations, rituals or other traditions among their students; in this case, you might get them to talk about celebrations or traditions in some other group they belong to, such as a club, sports teams, or even the classroom.

1. In small groups, share information gathered from assignment on how they got their name. Questions and Discussions: How did you get your name (have them ask parents or other relatives). Who picked your name: When was it chosen? Is it a family name? How are others in your family named? Do you have any nicknames, and how did they originate? Who class you by nicknames? Children who have family problems may have a hard time with this assignment as given; suggest that they focus on nicknames as an alternative.

2. As a class, share examples of unusual naming traditions, different reasons for naming of two students with the same name, etc. Naming traditions can be based on religious or ethnic heritage (always naming the first son after the father or grandfather; saints' names in Catholic tradition), regional traditions, or individual family traditions (such as giving all the children the same initials). There are also traditional patterns of nicknames, for example when a parent and child have the same name. Relate the discussion back to the characteristics of folklore discussed in lesson one: naming traditions are shared in groups (family, ethnic, etc.), learned informally, passed down in groups, creative, varied, etc. This discussion can easily fill a class session, and lead to other family stories. See the book *A Celebration of American Family Folklore* (in bibliography) for examples and types of stories you can elicit from the kids.

Student Worlds, Student Words also has a chapter on naming traditions and some activities that can be developed using them.

3. Collect a family recipe. Write it down, along with information on its origin (from another country or part of the U.S.), when it is prepared (special days, holidays), who makes it, and any special ingredients required. Alternatively, the recipe can come from a friend or neighbor, or from the student's own experience outside the family. As a full class, share some of the recipes students have brought in. Relate the discussion back to the characteristics of folklore. Some of the recipes may be posted on the folklore bulletin board, or printed in a class cookbook.

4. Family stories is another example of family folklife. Explain that all families have stories passed on through tradition. Describe some of the topics for family stories telling some of your family's stories to illustrate. Give students the opportunity to relate some of their family's stories. Some topics may include: how and when the family came to the U.S.; eccentricities of family members; stories about daily life in the past; first meetings and courtships of parents; mischief and punishments; non-major childhood accidents; famous or near famous family members; babies first sentences; etc.

Assessment of Outcomes:

Discussions where students share family traditions

Completion of worksheets

Examples of traditions or recipes posted on bulletin board

Extensions and Adaptations:

To learn more about family relationships, customs, hobbies, occupations, events, and stories, have students look through photographs at home. Have them answer the following questions about the photographs. Students may have to ask family members for information about the photos.

Who are the people in the photograph?

What are they doing?

What is the relationship of the people to each other?

What kinds of clothes do they have on?

When was the photo taken

In small groups of 5 or 6 students, play Family Folklore Card Game (see worksheet that follows). Other questions may be added to this list. These questions also make good short free writing assignments; later they could be used as the basis for an autobiography. As a full class, have each group choose the most interesting story that came up during the game, and share it with the class. Ask the students to relate the examples back to the characteristics of folklore discussed in the first lesson.(Adapted from "4-H FOLKPATTERNS: Family Folklore" produced by the Cooperative Extension Service of Michigan State University) Prepare ahead of time 3-by-5 index cards or pieces of paper with one of the following questions on each. Place the cards face down in the middle of the table. The first player picks a card and chooses a second player to answer the question on the card. After answering the question, the second player picks a card to ask a third player. This continues until all the questions have been answered. The game has no right or wrong answers, and there are no winners or losers. after some of the answers are given, let others share their answers to the same question. By sharing, the players will see that there are many similarities in the ways families traditionally behave.

Resources:

Barbara Allen. "Folklore in Domestic Life." *Folklore in the Classroom*. Indianapolis: Indiana Historical Commission, 1985, pp. 39-44.

Cook Ann, et al. *What Was It Like When Your Grandparents Were Your Age?* New York: Pantheon.

Family Folklife Program of the Festival of American Folklife. *Family Folklore*. Washington DC, Smithsonian Institution, 1976. (Order directly from Smithsonian's Office of Folklife Programs, L'Enfant Plaza Suite 2600, Washington DC 20560.)

Steven Zeitlin, Amy Kotkin, and Holly Cutting Baker. *A Celebration of American Family Folklore*. New York: Pantheon Press, 1982

Family Folklore Card Game Questions:

What music, songs or musical instruments does your family or other group enjoy?

How did your parents meet and get married?

Do you own anything that is not worth much money, yet is a prized possession you plan to keep? Where do you keep your personal treasures?

Think of a holiday, such as Christmas, Hanukkah, Easter or thanksgiving, and the foods your family prepares for it. What one food would your family be sure to include in the celebration?

Is there anything that has been passed down through the generations in your family? (this could be an object, a story, or a tradition: a hunting rifle, a piece of furniture, jewelry, a picture, a family Bible, etc.)

Did you have any beliefs or fears when you were very young that you no longer believe or fear?

Describe your favorite family photograph.

Can you recall the funniest mistake or worst accident that has happened in your kitchen?

How does your family celebrate Christmas/Hanukkah/birthdays?

Describe a favorite costume or dress-up outfit you have worn.

Have you ever bought or collected a souvenir?

What do you do to get well when you have a cold?

What special privileges does the birthday person in your family

continued

have on his or her birthday?

Is there a food your family prepares that others consider delicious?

Can you think of a practical joke or prank that you have pulled or that has been pulled on you?

Do you know the story of your name or nickname?

Have you been to a family reunion, wedding, or anniversary party? How did you celebrate?

Has your family saved any of your baby things such as toys, clothes, or identification bracelets?

Can you tell any of the stories you've heard your family tell again and again?

Does anyone in your family make faces or use gestures when they talk or at other times?

What is your favorite holiday and how does your family celebrate it?

Can you name all the places you have lived since you were born?

What do you remember about bedtime when you were very young?

Were there any rules in your home that you could not break?

How do or did your grandparents earn a living?

Has your family had any unusual good or bad luck?

Tell us about a "first" for you-first time to sleep over with a friend, first pet, first trip alone, first food you cooked, etc.

Is there an eccentric or strange character in your family? Who is it and why?

Do you sing songs or play games on long car or bus trips? What are they?

What do you do for good luck?

What things bring bad luck?

What games do you play in the snow?

How are you disciplined if you do something wrong at home?

Discover Your Own Family Folklife

Discovering You

The following activities are adapted from "Folklore in the Classroom," produced by the Indiana Historical Bureau, State of Indiana, and the Indiana Historical Society, and "4-H Folkpatterns," produced by 4-H Youth Programs, Cooperative Extension Service, and the Michigan State University Museum.

To discover your own family folklife, fill out the exercises on the next five pages. (Or you can photocopy them and then fill in your answers.) You can make a scrapbook by adding newspaper clippings, photographs, and recipes. Have fun!

1. Name, address, age:

2. Where I was born (city, county, state, country):

3. My nicknames:
   (a) Now, among my friends:
   (b) Now, among my family:
   (c) When I was younger:

4. What I do for good luck:

5. The last joke I heard and/or told someone was:

6. How birthdays are celebrated at home:

7. The first song that I remember my grandmother, grandfather, mother, father, or other family member singing to me:

8. Who taught me to (cook, quilt, sew, fish, hunt, or make some craft) and how long it took:

9. Jump-rope rhymes or other games I remember:

10. How we celebrate the Fourth of July and/or Thanksgiving at home:

Illustrations by Shelly Cilek

Family Information

What is your name? ______________________________

What was your date of birth? ______________ Your place of birth? ______________

Family traditions: ______________________________

____

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Q. ______________________________

A. ______________________________

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Q. ______________________________

A. ______________________________

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Q. ______________________________

A. ______________________________

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Collected by: ______________________________

Folk Groups and Community Folklife

Grade Level **5-12**

Class Periods **1-2**

Goals/Objectives/Student Outcomes:

Students will:

- **Identify various folk groups they belong to and the folk traditions of those groups.**
- **Examine local community folklife and traditions.**

Materials:

1. Index cards
2. Pencils and colored markers
3. Construction paper
4. Scissors and paste

Background:

Folk groups are composed of people who have something in common, something that binds them together more than superficial (such as being stuck in an airport together for a few hours, or living in the same apartment building). People who are related, who share the same religion, ethnicity or occupation, who live in a particular region of the country or the same community, or who belong to a common organization or meet together regularly, may develop traditions out of that shared experience or heritage.

Procedure:

In small groups, students will list the various folk groups to which they belong. Everyone is a member of numerous groups, and each has its own folklore and traditional culture. Examples include age groups (kids, teenagers, adults), ethnic groups, religious groups, regional groups (Midwest, East Des Moines, southern Iowa, Loess Hills area,), occupational groups, the family (whether it is traditional, single-parent, adoptive, extended, etc.), and interest groups (sports teams, Boy Scouts and Girl Scouts, 4-H, band, clubs). As a class, ask several students to list the groups they belong to, and to name a folk tradition they share in each group (a children's joke, a game played only by girls, an ethnic food, a family birthday celebration, a local ghost story, a Girl Scout camp song parody).

Have students write about their favorite group tradition. It can be a family birthday celebration, an object that has been handed down for generations, a joke that is pulled on new members of a club or team, the way a religious holiday is celebrated, a food from your ethnic group, a legend about your part of the state, etc.

Assessment of Outcomes:

Completion of worksheets

Class discussion about community or group

Extensions and Adaptations:

Several alternative activities are suitable for this lesson. A field trip can be made to local museum or historic site to examine artifacts related to traditional life in the local community. The trip may encompass local history, but should be focused on the traditions of average people (farmers, miners, housewives) and the things they made and did, and probably still do, as part of their everyday life. If possible, have a local storyteller or long-time resident accompany the class to talk about local traditions, legends, occupational practices. Ask students for stories they know about local characters, landmarks, haunted places, etc. If a cemetery is nearby, the class can go there to learn about traditional gravestones and how people personalize them (epitaphs, photographs, engravings of favorite things or pastimes, grave decoration). Graves of famous local people can be used to elicit stories and legends about them, too. Another possibility is a visit to the home or shop of a local traditional artist, such as a quilter, woodcarver, instrument maker or cook, or a trip to a farm, mine, or other location where occupational traditions can be seen. A variation of this idea is to have an artist, performer, dancer or local storyteller come into the classroom and work with students, either demonstrating their skills, teaching the kids and letting them try themselves, or being interviewed by the students. See the sections later in this guide on doing fieldwork to locate local artists, and on arranging for a classroom visit.

In a subject such as English, where field trips are not usually taken, this lesson can be devoted to the oral traditions of the local area. This would be a good time to talk about the difference between history and folklore; the history of a place has to be understood in order to understand its folk traditions, but folklore is very much alive-it is the past actively carried into the present. Students will doubtless know local legends about lost treasures, interesting characters, haunted places, how certain spots were named, etc. or an assignment can be given to find such a local story and write it down. More than one version will often be told by different students; this can lead to an interesting exercise by looking at what they have in common and how they differ.

A final possible activity is to watch a videotape on some aspect of Iowa traditional life (see resource listing) and discuss the elements of folklore that are shown.

Resources:

"Iowa Folklife." *The Goldfinch* 10 (April 1989).

Additional Folklife Information

As you and your students learn more about the traditions shared in Iowa, the need to organize the information we obtain becomes greater. The following information has not been formalized as lesson plans but you may want to experiment with some of the activities and develop your own lesson plans. The most common way to organize information about traditions is by categorizing it according to shared features.

There are six basic *genres*, or kinds of folklife. They are: verbal, materials, custom, belief, motion, and music and song.

Verbal or *oral* traditions rely on the spoken word: jokes, riddles, stories, legends, rhymes, proverbs, language, and naming.

Material traditions embody crafts, objects, and other art involving the use of physical materials including architecture, landscape, and cemeteries

Customs are the ingredient of even larger traditions for they are the actual activities that make up traditions. For example, Thanksgiving dinner is a traditional celebration celebrated with the custom of eating turkey.

Beliefs are expressions of what we believe to be true and real: crossing one's fingers for good luck, and carrying a good luck charm are examples of this.

Motion is physical activity involved in a tradition, such as funny faces, noises with hands or arms, imitations, visual jokes, handshakes and hand signs, dances, and secret signs.

Music and Song consists of traditions which are sung or played on musical instruments: rap, gospel, fiddle tunes, hand clap songs, and parodies.

Introduce students to the kinds of folklife by writing the words "verbal," "material," "custom," "belief," "motion," "music and song" on the board. Ask students for examples of traditions that they think are: spoken (verbal), made from something (material) done as a part of a yearly tradition (customary), believed (belief) done with the body (motion), and sung or played on a musical instrument (music and song).

Oral Traditions:

Verbal lore is perhaps the most pervasive of the traditional arts, which makes it both very accessible (everyone knows jokes and tells stories) and also very likely to be taken for granted. Students can be encouraged to become aware of aspects of oral tradition in their own lives and to become attuned to elements of tradition in what they hear around them in their family and community.

Folk speech includes regional accents, local terms, specialized language, and other elements that make up the distinctive speech patterns of a region or occupation. Ethnic and occupational groups of course have their own specialized language, some of which has been added to the vocabularies of other Iowans. Local communities also have their own shorthand for referring to land marks and giving directions; it might be fun to have students think of local terms that could be confusing to outsiders, and to discuss how they came to know about them.

Jokes and riddles are obvious examples of traditional oral forms. They are learned from other people, and change form slightly with each retelling. While a joke about a recent event may not have the depth in time usually associated with folk traditions, the fact that it has spread so rapidly indicates that it is widely shared and that it addresses something important in the culture. Jokes can be a way of dealing with sometimes uncomfortable situations. People make jokes about things they care about and that affect their lives.

Proverbs are short, usually fixed, phrases that encapsulate some bit of wisdom to be passed on at appropriate moments. Students can no doubt come up with dozens once they are prompted with a few suggestions. Perhaps students could give a situation when each proverb might be used, putting it in context. Another interesting exercise is to come up with pairs of proverbs that seem to give opposing advice, for example, "Too many cooks spoil the broth" versus "Many hands make light work;" or "Look before you leap" versus "He who hesitates is lost." If your classroom has students from different ethnic groups, ask them for proverbs from their culture and an explanation of what they mean; then see if there is an equivalent Anglo American proverb.

Legends are stories, usually connected with a specific place or person, and generally told as if they were true. The teller may not admit to personal belief in a legend, but it is still told and passed on. Ghost stories, haunted places, local heroes and tragic events all serve as the basis for legends.

Urban legends are a more recent variant of the typical legend form, and are found all over the country. Details are changed to fit the local community (they are always set in a recognizable nearby location) and they are alleged to have happened to a 'friend of a friend.' Everyone has heard about the rat in the Kentucky Fried Chicken, the woman who tried to dry her dog in the microwave. the babysitter who gets scary phone calls, or the horrible things that happen to teenagers parked in the local lovers lane. Jane Brunvand's four books on urban legends—*The Vanishing Hitchhiker, The Choking Doberman, The Mexican Pet,* and *Curses! Broiled Again!*—are good collections of these stories with explanations about what they mean and why people tell them. Your students will doubtless have examples of these kinds of stories, although they probably do not realize that they are told all over the country, and may even protest vehemently that they are true and really happened to 'a guy my cousin met.' some of these tales undoubtedly do have a factual foundation, but they certainly haven't occurred in as many places as their telling suggests.

Oral Tradition Activities: Stress that verbal traditions rely on the *spoken* word, and give an example. Have students share a verbal tradition with the class. Ask them what the tradition is (a joke, riddle, story) and where they learned it. Record examples with a tape recorder and save the tape as a class record of its folklife.

Ask students to help you arrange the classroom so that they can tell scary stories. You may want to bring in a flashlight for effect. Set up a tape recorder in the middle of the arranged area and record students' scary stories. As each storyteller to give the name of the story he or she is about to tell and where he or she learned the story.

Have students complete the "Do You Know This One?" worksheet

Material Traditions:

Material traditions consist of the tangible objects we make and use in our folk groups. Examples of material traditions in Iowa. These crafts were learned by observation and imitation: watching more experienced makers and practicing their actions to perfect the skills.

Material traditions often beautify solutions to our basic needs. The quilt keeps us warm, while the patterns delight the eye with Log Cabins, Double Wedding Rings, and Drunkard's Paths. The curve in the chair made of Florida cypress perfectly fits the back of the person sitting at the table for dinner. The study of our material traditions offers insights into the way people live. Exploring the material traditions in Iowa is especially interesting because so many of us have brought with us traditions from other states.

Often the most distinguishing feature of a community is how it looks; how it is laid out on the land, the types of houses, barns, fences, yard decorations and landscaping that are typical of the area. The rural farmstead and differs from a flat, square street plan or a railroad town stretched along the tracks. In a city, neighborhoods are often distinguishable by the styles of houses and yard; decorations, religious shrines, paint colors, and gardens are unique to particular groups. Geography, climate, economics, transportation and ethnic heritage all contribute to a region's appearance. Proximity to sources of outside supplies, via roads or rails, can determine a town's size and layout. Ethnic makeup can also affect a community's appearance. To understand why a particular area looks the way it does, then, you have to know something of its history. Because buildings and landscapes are more permanent than other elements of traditional culture, that can be used to understand local history in a new way, and to make it come alive. History is not dead, it lives on all around us in our houses and our daily environment. and it is traditional culture that makes the connections between the past and the present. Specific elements of the countryside to look for include houses, barns, and outbuildings such as sheds, blacksmith shops, granaries, cellars, animal houses (how are they used? has their use changed over the years? why are they arranged the way they are?); fences, gates and corrals (how are they built and used? are they decorated?); hay derricks and sackers; yards and yard decorations (plants, old machinery, antlers, collections of "stuff"); and mailboxes.

Another fascinating aspect of the environment to study is *cemeteries*. Changes in markers over time can tell a lot about changing attitudes toward death, and shifts in ethnic populations, religious groups and occupations. Old Victorian stones often featured sentimental symbolism popular at the time-the weeping willow, broken rose, parting hands, lambs for children, etc. Epitaphs are frequently written in the language of the old country of the deceased, and the place of birth is listed on the stone; this indicates how important the person's heritage was, and that he or she wanted it remembered by future generations.

More recent stones frequently have some indication of the interests or personality for the deceased. Often a representation of the person's occupation or hobby will be carved on the stone—a horse or a brand for a rancher, a train engine for a railroad worker, a fish or deer for an avid sportsman, motorcycles, airplanes, pets; just when you think you seen everything, something new will pop up.

This trend illustrates the growing need for individual identity even in death, a result of our increasingly regulated and homogenized society. Religious symbols are on the wane on tombstones, and secular interests are taking their place. Grave decoration can also indicate a lot about the deceased, since family members often place favorite objects on a grave, especially for a child. Any graveyard will have its share of homemade markers as well as commercially made ones. These range from simple wooden crosses to large cement obelisks inlaid with local rocks. In many cemeteries, there is a separate section for Native American burials. These graves are often mounded and have a row of flowers along the pile of dirt.

The overall landscaping and layout of cemeteries can be interesting to study as well. No one is formally taught how to arrange a cemetery or decorate a grave or choose a marker. This knowledge is part of the community; people see what others around them are doing, or observe religious, ethnic or family traditions connected with death and burial, and base their actions on what has gone before. Changes are slow and subtle, but a graveyard that has been used for 100 years can be used to learn a great deal about the history and culture of a place.

Material traditions also include folk crafts which are those skills learned informally, from family and community members in face-to-face interactions. Practitioners of folk crafts and arts are good choices for classroom visitors. Students can sometimes try their own hands at the skill if enough materials can

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be found, which helps them understand the complexity of folk arts and the time needed to master them.

Examples of traditional craftspeople to look for in your community are quilters, embroiderers, woodworkers, tatting, paper art, rug braiders and other needleworkers from many ethnic groups; Indian basketmakers, beadworkers and buckskin tanners; hitched horsehair gear; blacksmiths and farriers; and woodcarvers. Old-timers may have collections of local crafts and tools accumulated over the years that they would be willing to share with students in a classroom visit or field trip.

Material Folklife Activities:

Begin a discussion of material traditions by explaining that just as there are traditions that rely on the spoken word, there are also traditions that require physical materials. Describe these traditions as *material*.

Ask students to talk about their material traditions. Have them describe the tradition, the material used, and how they learned to make the object. Emphasize how the tradition is passed on informally by observation and imitation. Talk about the many kinds of material traditions in Iowa because of the many different kinds of people who live here.

Have students make toys from paper, rubber bands, etc. Use a small card to identify the object and its maker. Place the finished toys on display. Have them describe the process in making the toys.

Have students make paper airplanes (an old student tradition), to be judged in three classes: a) best looking, b) fastest flying, and c) furthest flying. Have students describe the process in making paper airplanes

Have students complete and then discuss the "It's Something That Was Passed Down in Our Family" worksheet or the "Family Treasures" worksheet.

Plan a walking tour of your town to identify buildings and objects that make your town special. Make available to students worksheets that describe architectural features and examples of architectural styles. Encourage students to make drawings or maps as they tour their town. If you can't walk the town use photographs, slides, videos to give the students a visual tour of the material culture that exists in your town.

Tour a local cemetery and have students look for cemetery art, markers, symbols, epitaphs, clues to who the person was (age, occupation, cause of death, religious beliefs, etc.), landscaping, ethnicity, landscaping and changes over time.

Visit a local or nearby artisan. If that is not possible invite an artisan to class and have that person demonstrate his or her craft. Provide materials so that students can try their hand at doing what the craftsperson has demonstrated.

Traditional Customs:

Customs refer to those regular practices that make up our traditions. For example, a *tradition* on the 14th of February is the celebration of Valentine's Day. It is the *custom* on Valentine's Day to give cards and candy to loved ones. A tradition associated with the birthday is the birthday party. at a birthday party, a number of customs are practiced, from the way to decorate the party room to the kinds of foods that are eaten. Customs are action-oriented. Their orientation may be verbal, material, or related to belief. customs are the ingredients of traditions. and because there are so many kinds of traditions in Iowa, there are many different customs, too.

Traditional Customs Activities: Initiate a discussion of custom by writing the word "custom" on the board. Explain that our traditions are made up of customs. Ask for a definition of custom, and follow with examples. Point out that the people who live in Iowa have a lot of different customs because they have many traditions.

Plan a birthday party by selecting a student from the class who has a birthday coming up, and have him or her join you at the chalkboard. With contributions from the class, plan that student's birthday party with customs from all six kinds of folklife.

Have the class vote on their favorite holiday. Make a list of all of the customs that go into the celebration of the holiday. Organize the list with such headings as "foods," "activities," and "participants." Next draw a circle on the board and divide the circle into "slices." In each slice write in the customs you have listed under the headings. Point out how you may have different pieces in your celebration, but that the event is a tradition that you all share.

Have students complete the "Traditional Mealtimes" worksheet.

Beliefs:

Beliefs are expressions of what people feel is true, real, and possible. Beliefs are transmitted by word of mouth as well as by example. A belief may be a verbal statement of cause and effect ("Step on a crack; break your mother's back.") or a material expression of belief (a good luck charm). A gesture may express a belief too, like knocking on wood or crossing one's fingers.

Folk beliefs include such things as good and bad luck signs, traditional weather predictions, omens and signs that predict the future, and planting lore. Students will no doubt have dozens of examples to contribute, from beliefs involving Friday the thirteenth, to finding lucky pennies, to the tooth fairy, to beliefs about lucky items of clothing (worn during tests or important athletic games), to games for predicting the names of one's future spouse. More examples can be gathered from family members, for example weather and planting lore in a farming or ranching community which depends on the weather Dowsing or water witching is also a common practice in agricultural communities and where wells need to be dug. Beliefs and superstitions tend to cluster around events and situations that are unpredictable and to an extent uncontrollable, like the weather or future events.

Certain *life cycle events* seem to call forth traditional beliefs as well, especially transitional times such as birth, marriage and death. These events are called "rites of passage" and are important but stressful moments in a person's life. Marriage, for examples, has the traditions of the bride wearing "something old, something new, something borrowed, something blue," the belief that the woman who catches the bouquet will be the next to get married, the practice of saving a piece of the wedding cake to be eaten on the couple's first anniversary, and in some communities the "shivaree," a loud late night visit to the couple's house to play tricks on them.

Belief Activities: Introduce the unit on traditional belies by writing the words "belief" and "superstition" on the board. Ask students for a definition of each term and follow with examples. Explain that we learn about beliefs by word of mouth as well as by example. Describe beliefs as a way of expressing how one feels good and bad luck happen, and what one thinks is true. Have students give verbal and material examples of beliefs about good luck and bad luck. Point out that while some people may believe one thing, others may not. This is because beliefs are a part of our traditions, and we have many kinds of traditions in Iowa.

Ask students to collect a belief from a family member. Use the attached form. Have students share their collections when they are done.

Ask students to complete the "Good Luck" worksheet.

Music and Song:

Traditional music and song are forms of expression which are also passed on by word of mouth and by example. There are many kinds of traditional music and songs in Iowa. We have: Afro-American (rap, gospel, and blues), Anglo-American (bluegrass), Finnish, German, Greek, Hispanic, Scottish, Norwegian, Swedish, Italian, Jewish, and Amish music and song in Iowa.

Traditional music and song can be found in almost all folk groups. Hand clap and jump rope songs are common on the school grounds in the students' folk groups. Parodies like "On Top of Spaghetti" are also an example of a kind of traditional homemade music of this group. Camp songs are another example from the children's folk group.

Folk music includes both vocal and instrumental traditions, everything from a child singing a parody of a television commercial. to a Basque dance band. *Folk songs* are learned informally and shared within family or community groups; what is popularly called folk music is often the creation of an individual songwriter, perhaps in the style of traditional music but not truly a traditional song or performance. "Happy Birthday" is a good example of a folk song, as are all the parodies it has spawned, and which your students doubtless know and would be glad to sing. Students know lots of parodies, many of them about school and teachers. They also parody popular songs and commercials.

Other traditional songs include such favorites as "On Top of Spaghetti," songs sung on long trips such as "Ninety-Nine Bottles of Beer," sports cheers and songs, congratulatory songs like "For He's a Jolly Good Fellow," cowboy songs, Native American chants and songs, and songs from different ethnic cultures.

Instrumental music covers a broad range, from a guitar played to accompany a cowboy song, to old-time fiddle traditions to the drum groups of Native American culture.

Closely related to music is *dance*, which is a form of expression found in every culture. Native American round dances, polkas, square-dancing, Hawaiian hula, Western two-steps, and break dancing are just a few examples of traditional dances. Wherever there is traditional music, there is likely to be dancing as well.

Music and Song Folklife Activities: Describing traditional music and song as an activity that is learned just like all of the other traditions you have been discussing. Ask students for examples of music and song that they like to listen to and that they like to sing. Talk about the topics of those songs, pointing out that they can be about anything. Explain that music and song do not require musical accompaniment, but if there is musical accompaniment, learning how to play a musical instrument may also be a tradition.

Complete the "First Song" worksheet.

Invite the music teacher in to play tapes of traditional folk music. Listen to the tapes and discuss:

a) how the songs and instrumental were learned (imitation and observation, word of mouth).

b) the musical instruments used in each piece.

c) the topics of the songs.

d) the rhythm and sound of each piece.

Student Parodies: Ask the students to share examples of their traditional music, the parody. Describe the parody with an example such as "Glory, glory hallelujah / Teacher hit me with a ruler. . ." Have each volunteer name the parody and who he or she learned it from. Ask him or her to recite or sing the song. Have students write their own parody. Record the session.

Contact the Iowa Arts Council to invite a musician in to the classroom to spend a few days talking about folk music and teaching the students how to listen to and play/sing folk music. Identify historical events and encourage students to write a song about those events.

Name: ______________________

Date: ______________________

Do You Know This One?

Ask a friend to tell you a joke or a funny story. Then answer these questions to describe what happened.

What is your friend's name? ______________________

How old is he or she? ______________________

Why is the joke or story funny? ______________________

____

Write the joke or funny story here:

____

____

____

____

____

____

____

____

Storytelling

LET ME TELL you the one about. . . . Did you ever hear the story about how I walked to school seven miles in the snow? Stories. You hear them from your parents, teachers, and friends. For centuries stories have been passed from generation to generation. Through stories you can learn about your family's history. Or you see how others have different experiences and values.

One Iowa woman told this story about her family in Iowa in the 1870s. Catherine Ann McCollum was a small girl when her family lived on a farm seven miles from Clarinda, Iowa. The stories she remembered present a picture of how evenings were spent in Iowa and capture the warmth her family shared.

We led the simple life; there was no other. . . . A lumber wagon was our only [way to travel], there was nothing to go to, and little money for any attraction there might have been. So we had to make our own entertainment. . . .

[Iowa winters were very cold]. . . . We were certainly comfortable while in bed, for we slept with a feather bed under us and another over us, with plenty of comforters, some of which were woolen throughout. One of three very large quilts covered the bed, piled high with the big feather ticks. There was the Queen's Fancy quilt, the Grape, and the Rose-in-the-Pattypan, all of which were very pretty and had been beautifully quilted by mother. . . .

Illustrations by Cynthia Moore

Refreshments of some sort were always provided in the evening. . . . While eating apples, we sometimes told our fortunes from the seeds, using rhyme:

One, he loves,
Two, she loves,
Three, they both love,
Four, he tarries,
Five, he courts,
Six, they marry.

Sewing carpet rags was the children's usual occupation. . . . I made a good many balls. . . . My two brothers earned many a nickel at this job. The woolen mittens and long woolen stockings for the entire family were knitted by my mother largely during those winter evenings, and then, too, there was the never ending patching of trousers and darning of hose. . . . While carpet rags were being sewed and other work went on, we might ask riddles, and no matter how old they were or how often we heard them, they never lost their interest for us.

We always began with: "What makes a cow look over the hill?" "Because she can't see through it."

Then would follow: "What walks in the water with its head down?" "The nails in a horse's shoe when he walks through the water."

"What goes 'round the house and 'round the house, and peeps in at every little hole?" "The sun."

"What's of no use to you and yet you can't go

without it?" "Your shadow."

Father always asked this one:

Twelve pears hanging high,
Twelve men came riding by.
Each man took a pear
And left eleven hanging there.

"Eachman" was a man's name!

And this was mother's favorite:

Within a fountain crystal clear
A golden apple doth appear,
No doors there are to this stronghold,
Yet thieves break in and steal the gold.

An egg.

Other favorites:

A man rode over London Bridge,
And yet he walked.

He was accompanied by a dog named Yettie.

These riddles were asked over and over again, night after night, without ever becoming wearisome. Sometimes we tried to invent new ones, but they were very poor as compared to the old. . . .

Questions

1. What are some of the stories told in your family?
2. What are some of the jokes or riddles told in your family?
3. What impact do you think television has on storytelling in families? Explain.

EXTRA: Write down or record on a cassette tape a story that you have heard or make up your own story. ▩

Name: ____________________

Date: ____________________

It's Something that Was Passed Down in Our Family

Find an object in your house that has been passed downin your family. If you don't think there is any such object in your house, ask your parents to help you. Answer these questions about the object:

What is the object? ____________________

Where is the object located in your house? ____________________

Who was the first owner of the object? ____________________

How has the object been passed on? ____________________

____

Why has the object been passed on? ____________________

____

Draw the object.

Family Treasures

What are family treasures?

- Keepsakes—anything people keep or give to someone else to keep
- Heirlooms (air-looms)—possessions passed from one generation to the next
- Souvenirs—something kept/given for remembrance

These treasures may have historical value—like diaries. Or they may be valuable in terms of money or sentiment. Family treasures all evoke memories. Many family stories are taught through objects such as quilts, jewelry, or photographs.

Fill out the questions below to find out more about your family treasures:

1. If my family and I were going away for one year, what objects would I miss most?

2. If I could take five items to prevent homesickness, what would I take?

3. Why would I take these five items?

4. What are my parents and/or grandparents favorite family treasures?

5. What is my favorite story about one of my family treasures?

Name: ____________________

Date: ____________________

Traditional Mealtimes

Describe a holiday mealtime in your family by answering these questions:

What time of year does the meal take place: ____________________

What do you have to eat?

Main dish: ____________________

Vegetables: ____________________

Grains/Breads/Rolls: ____________________

Drinks: ____________________

Dessert: ____________________

Who makes the food? ____________________

In what room does the meal take place? ____________________

Where does everyone sit at the table? ____________________

Draw a picture of you and your family sitting at the table, eating the meal:

Name: ______________________________
Date: ______________________________

Your Beliefs

What is one of your beliefs? ____

____

From whom did you get this belief? ____

Describe your belief and how it affects your life:

____

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____

____

Name: ________________________

Date: ________________________

Good Luck!

What do you do to bring good luck? Write a paragraph about what you do?

Name: ________________________
Date: ________________________

Your First Song

What is the first song you remember that a member of your family sang to you? Answer these questions about the song:

What was the title of the song? ________________________

Who sang t he song to you? ________________________

Did they play a musical instrument? ________________________

If they did, what kind? ________________________

Write down one verse of the song:

Folk Music

Grade Level **4-6**

Class Periods **3-4**

Goals/Objectives/Student Outcomes:

Students will:

- **Become aware of the use of folk music in Iowa and how it is used to provide entertainment, chronicle events, and teach young people about their culture.**
- **Develop an understanding of folk music as an oral tradition that has a tendency to change as it is passed from one person to another.**
- **Identify forms of traditional music and song.**

Materials:

1. Folk songs
2. Paper
3. Pencils

Background:

Folk music includes both vocal and instrumental traditions, from a child singing a parody of a television commercial to a camp songs. Folk music is composed by an individual, but as it is passed from person to person it often changes. Sometimes only a few words change and in other cases all the words are changed. Different groups of people change the words to fit their own circumstances or conditions.

Folk songs are learned informally and shared within family or community groups. What is called folk music is often the creation of an individual songwriter, perhaps in the style of traditional music but not truly a traditional song or performance. "Happy Birthday" is a good example of a folk song, as are all the parodies it has spawned, and which your students doubtless know and would be glad to sing.

Students know lots of parodies, many of them about school and teachers. Parodies like "On Top of Spaghetti" also are examples of traditional homemade music. Students also parody popular songs and commercials.

Traditional music is a form of expression that is passed on by word of mouth and by example. There are many kinds of traditional music and songs in Iowa. We have: African American (rap, gospel, and blues), Anglo American (bluegrass), Finnish, German, Czech, Dutch, Danish, Hispanic, Scottish, Norwegian, Swedish, Italian, Jewish, and Amish music.

Other traditional songs include such favorites as "Ninety-Nine Bottles of Beer," sports cheers and songs, congratulatory songs like "For He's a Jolly Good Fellow," cowboy songs, Native-American chants and songs, and songs from different ethnic cultures. Traditional music and song can be found in almost all folk groups. Hand clap and jump rope songs are common on many school grounds. Camp songs are another example from children's own folk groups.

Procedure:

1. Begin this unit by describing traditional music and song as an activity that is learned just like all of the other traditions you have been discussing. Ask students for examples of music and song that they like to listen to and that they like to sing. Talk about the topics of those songs, pointing out that they can be about anything. Explain that music and song do not require musical accompaniment, but if there is musical accompaniment, learning how to play a musical instrument may also be a tradition.

2. Ask the students to share examples of their traditional music, the parody. Describe the parody with an example such as, "Glory, glory hallelujah /Teacher hit me with a ruler. . ." Have each volunteer name the parody and who he or she learned it from. Ask the student to recite or sing the song. Record the session.

3. Present folk songs or songs you have found that were part of the folk music heritage of Iowa. Discuss the lyrics and how they might relate to Iowa life. Divide the class into smaller groups to do this as a cooperative learning activity.

4. Have the students use tunes to familiar folk songs and write new lyrics to them. The lyrics should reflect aspects of their daily life in Iowa. They need to know that they may have to change the melody slightly to fit their new lyrics and that this is in keeping with the folk music tradition.

5. Remind the students that lyrics to a song follow a rhyming pattern.

6. When they have finished a final copy of their song to be

turned in, each group will teach its new lyrics to the rest of the class or another group in the oral tradition of folk music.

Assessment of Outcomes:

The student's written project and performance will show an understanding of the concept that change is part of the folk music tradition and that the words to folk songs reflect the culture in which they were created and in which they are being used.

Extensions and Adaptations:

There are artists in residence available who could extend this activity with the introduction of folk instruments that were used in Iowa. There may be performers in your community who would be able to teach folk songs that were brought to Iowa by immigrants who settled in your area. Contact the Iowa Art Council, Department of Cultural Affairs, for a roster of artists: (515) 281-4451.

This lesson could fit into a language arts unit. Or, students could be asked to illustrate either their new verse or the original as part of an art lesson.

Have kids sing and record their songs and see if a local radio station will air the songs.

Resources:

Greg Brown. This nationally renowned recording artist, who appeared on *A Prairie Home Companion,* is an Iowan whose many albums (available on LP, cassette, and CD) often deal with Iowa and rural topics.

Burl Ives. *The Burl Ives Song Book.* New York: Ballantine Books, 1953.

James F. Leisy. *The Folk Song Abecedary.* New York: Hawthorn Books, Inc., 1996.

Marcia Pankake and Jon Pankake. *Joe's Got a Head Like a Ping-Pong Ball: A Prairie Home Companion Folk Song Book.* New York: Penguin Books, 1990.

Carl Sandberg. *The American Songbag.* New York: Harcourt, Brace & World Inc., 1927.

Earl J. Stout. *Folk Lore From Iowa.* New York: G.F. Stechert and Co., 1936.

Bruno Nettl. *Folk Music in the United States: An Introduction.* Detroit: Wayne State University Press, 1976.

Alton C. Morris. *Folksongs of Florida.* Gainesville: University of Florida Press, 1950.

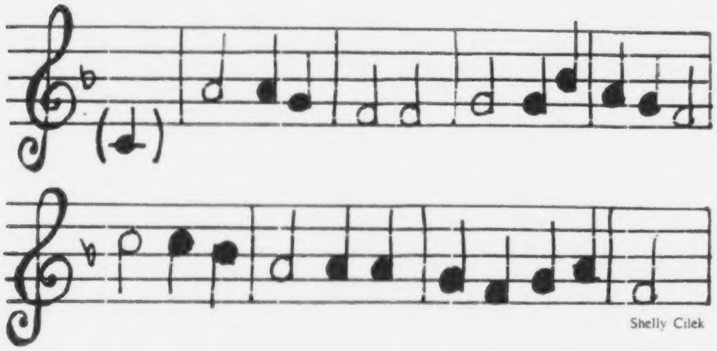
"Iowa Folklife." *The Goldfinch* 10 (April 1989): 20-21.

Folk Songs

DO-RE-ME-fa-sol-la-ti-do. . . . Whether you sing a scale or belt out a traditional tune in the car with your family, you could be singing folk songs. Folk songs are traditional music usually learned by word-of-mouth. Some folk songs are **ballads** *(songs that tell stories). Others are play songs like "London Bridge," while tunes such as "Happy Birthday to You" celebrate events.*

Below is a favorite folk song heard in Iowa. Do you know of any others?

Clip Wass



Shelly Cilek

Go Tell Aunt Rhody

Chorus:

Go tell Aunt Rhody
Go tell Aunt Rhody
Go tell Aunt Rhody
The old gray goose is dead.

The one she'd been saving
The one she'd been saving
The one she'd been saving
To make a feather bed.

The goslin's are cryin'
The goslin's are cryin'
The goslin's are cryin'
Because their mama's dead.

The gander is weepin'
The gander is weepin'
The gander is weepin'
Because his wife is dead.

She died in the millpond
She died in the millpond
She died in the millpond
Standin' on her head.

The following songs were written by Iowa City singer/songwriter Dave Moore and Iowa elementary students. As part of the Artist-in-Schools program sponsored by the Iowa Arts Council, Moore visits Iowa schools and performs and writes songs with children.

Clip Wass

Elmo the Hungry Overhead Projector
One night a boy went to bed on Halloween
Just about midnight, he awoke from a dream
He stared at the closet, saw a light through the cracks
And he rose from his bed and he froze in his tracks

Chorus
You've heard of Dracula and Frankenstein
All evil spectors
Now you will hear of Elmo, the hungry overhead projector

Then the door flew open, and out of the blue
He saw an overhead projector he knew from school
Then the boy shook, and he burst into tears
And he barely could utter, "Why are you here?"

It said "I remember the time you knocked me off my cart
Now I have come to collect a few missing parts
I need some new plastic, so to begin
I think I will start by removing your skin

I want your eyes for new lamps, you ears for a crank
And when I get done your little face will be blank
I want your toes for a fan, your bones for rollers
And when I need bolts, I'll pull out your molars

I want your nose for a plug, your veins for a cord
I'm gonna nibble on your brains, when I get bored
Now I'm almost done, I just need one more part
For a motor I think I will pry out your heart.
—*Written with Clinton, Iowa students*

Chip Wass

Jake the Snake

One sad day when the zoo came to town
They left a cage open and a snake jumped down
He crawled all the way from the town of Victor
The biggest and the baddest boa constrictor

He said "the one thing I just love to eat
Is plump little children, third grade meat"
They named that monster, for heaven's sake
For the first kid he ate by the name of Jake

Chorus
We're talking snake, he ain't no toy
We're talking Jake, Jake the snake, oh boy

He crawled to the Amanas, to every seven village
Looking for kids, to eat and to pillage
He came and ate Jenny, Joy, Eric and Tim
And after that he gobbled up their teacher named Kim

He got fat and long as the Iowa River
Five foot teeth and a ten foot liver
Ugly as sin, it seemed he'd never die
He even ate the houses with the people inside

One day when Jake was up in a tree
Catching cars and eating them like sweet peas
Along came a girl and took out an axe
And she chopped down the tree and Jake fell on his back

Jake burst like sausage and the kids ran free
And they built a factory right under that tree
To freeze the meat from Jake and one day later
They called the place Amana Refrigerator
—Written with students in Amana, Iowa

Rites of Passage

Grade Level **K-8**

Class Periods **1**

Goals/Objective/Students Outcomes:

Students will:

- **Learn about what holidays were celebrated earlier in our history.**
- **Understand that all people celebrate special events and holidays.**
- **Learn about the ways people celebrate the special holidays in their family and their community.**
- **Understand the ethnic and geographical differences in holidays and the ways they are celebrated.**

Materials:

1. Newspapers, new and old
2. Time to look at television and listen to the radio
3. Equipment to show films and videos about holidays
4. Advertisements for clothing, decorations, food, and other things needed to properly celebrate a holiday
5. Samples of holiday food, clothing, and decorations
6. Books containing literary examples of how people at other times and places celebrated holidays
7. Works of fine art and music with holiday themes

Background:

In each of our lives certain events are particularly significant. Sometimes we differ on which events we think are most important. Which holidays we celebrate and how we celebrate them vary according to religious beliefs, geographic location, and family preference.

Certain celebrations, however, are quite common to all people. Most people recognize births, marriages, and deaths as important milestones. Many consider christenings, confirmations, graduations, and engagements as important. Most families celebrate holidays. In the United States many people celebrate Christmas, although others celebrate Hanukkah. Christian holidays—especially Christmas and Easter—have become very prominent in our country, and many people who are not Christian celebrate them too.

Patriotic holidays such as Memorial Day, the 4th of July, and Veterans Day, are often declared official vacation days from work. Other official holidays such as Labor Day and Thanksgiving are neither patriotic nor religious, although they may be celebrated in those ways by individuals and communities. Some families, school classes, and veterans groups have their own private holidays, called reunions. All of us have ways of setting aside and celebrating special days.

Procedure:

This thematic lesson plan is intended to introduce this particular topic to students. The activities are intended to introduce students to the process of inquiry that can be applied to the study Iowa history. In many cases the same activities can be used to explore the topic in a variety of Iowa history time periods. This lesson plan can also be used in conjunction with other topical areas in this curriculum.

These thematic lesson plans underscore basic skills such as reading, writing, communicating orally, and collecting reference sources. Many of the activities will give students practice in using higher skills as in reading, writing, communicating orally, collecting reference sources and using a library; distinguishing between primary and secondary sources; using charts and timelines; and developing vocabulary. The teacher can introduce higher level skills through these activities such as collecting information from a variety of sources through observation and questioning; compiling, organizing, and evaluating information; comparing and contrasting; drawing conclusions or inferences from evidence; considering alternative conclusions; making generalizations; recognizing points of view; understanding how things happen and how things change; recognizing how values and traditions influence history and the present; grasping the complexities of cause and effect; developing a chronological sense; and understanding events in context.

Activities:

1. List the holidays or special days celebrated in your family.
2. Write a description of how the special days or the holidays are celebrated in your family.

3. List the holidays or special days celebrated in your community.

4. Write a description of how the special days or the holidays are celebrated in your community.

5. Draw a picture of special clothing used for specific holidays.

6. Make a scrapbook of illustrations of special items sold for holiday decorations or gifts.

7. Compare today's holidays with those celebrated earlier in our history.

8. Discuss any special foods that are associated with holidays.

9. Find diaries, letters, and stories that explain what people used to do to make certain days special.

10. List holidays associated with religion.

11. List holidays associated with patriotism.

12. List holidays that are celebrated by the national and the state governments by allowing people not to work.

13. Discuss special music associated with holidays.

14. Research great works of art and literature that were inspired by holidays.

15. Discuss movies and radio and television programs that are based on what people do during special days.

16. Prepare and eat special food associated with a holiday that is different from what most people usually eat.

17. Discuss special clothing and colors that are associated with holidays.

18. Discuss special decorations for the home and community that are associated with holidays.

Assessments of Outcomes:

1. Prepare a menu that would usually be eaten during some special day.

2. Perform or play recorded music that would be common for some special day.

3. List holidays associated with major religions of the world.

4. Display clothing that has some relationship to a holiday.

5. Draw or paint a picture of special holiday decorations.

Extensions or Adaptations:

Most of the activities listed under procedures can be easily adapted to meet the learning needs of most students at various ages. Many of the listed activities can be used as art, music, writing, math, or science projects. Be sure to draw on teachers within your school and resource people in your community. The folklife section of this curriculum provides a list of community resource ideas.

Resources:

Contact the Iowa History Resource Center at the State Historical Society of Iowa for a list of books, videos, organizations and ideas for studying Iowa history. Write to: Education Coordinator, State Historical Society of Iowa, 600 East Locust, Des Moines, Iowa 50319.

Victorian Celebrations

Grade Level **5**

Class Periods **4-5**

Goals/Objectives/Student Outcomes:

Students will:

- **Be introduced to the idea that tradition and social and economic conditions contributed to the way Victorians celebrated events.**
- **Discuss how the social expectations of women required that they create homes with decorations that were the family's haven from the world.**
- **Discuss how the industrial revolution had an enormous effect on Victorian families as men an women's roles evolved and new products became available.**
- **After discussing celebrations, "refrain from being idle" and complete typical Victorian holiday projects.**

Materials:

1. Scraps and recycled items (see Activities below)

Background:

Humans are creatures who celebrate. Through time we have danced, sung, feasted, fasted, and dramatized important moments in our lives. We celebrate as members of a community of people with distinct values and ideals. From the most primitive tribe to the most sophisticated nation, all people have holidays that have special meaning for them.

Many traditional festivals grew from ancient celebrations that originally explained very early human ideas of life, the world, and the heavens. Most annual celebrations originated from seasonal changes in the lives of agricultural people, and they can be traced back through the years to a time when human survival depended directly on natural events. Many festivals related to the movement of the earth around the sun and to the changes that this made in the lives of human beings. The ancient May Day celebration is a good example.

Holidays, festivals, and celebrations also chronicle human history. It is only since the rise of nationalism a little more than two centuries ago, that festivals and religious beliefs became separate. Celebrating the 4th of July is a good example.

The Victorian era was a period of seventy years during which the industrial revolution caused many changes. By the mid 1800s many basic changes in life in the United States had begun. Railroads and waterways provided rapid transportation of goods and people. The population was shifting from rural areas to cities and suburbs that were close to new manufacturing centers. Home life and business became two separate worlds, and new land to settle and new opportunities to make money created more money to spend.

During this time men's jobs became more specialized. Specialized jobs for women also began to evolve—specifically, the care of children and the home. The man of the house and in fact the whole community looked at the home as a haven from the world of work. The home became a symbol to outsiders of how financially well-off the family was and also a place where learning of all kinds went on. Advice books and women's magazines (like *Ladies Home Journal* which circulated 440,000 copies a month in 1889 and one million a month a few years later) gave rules and standards for women and families to live up to. In *Our Deportment or the Manners, Conduct and Dress of the Most Refined Society*, (Union Publishing house, Chicago, 1881) Chapter 20, "Home Culture" says:

> *The work of home culture should be made a matter of great importance to every one, for upon it depends the happiness of earthly homes, as well as our fitness for the enjoyment of the eternal home in heaven.*

After discussing how to "Cultivate Moral Courage," the "Results of Good-Breeding in the Home Circle," and "The Influence of Books," Chapter 21 continues on "Woman's Higher Education":

> *Idleness A Source of Misery: Perhaps the greatest cause of misery and wretchedness in social life is idleness. The want of something to do is what make people wicked and miserable. It breeds selfishness, mischief-making, envy, jealousy, and vice, in all its most dreadful forms. . . . Let girls take serious interest in art; let them take up some congenial study, let it be a branch of science or history. Let them write. They can do almost anything they try to do. . . . Idleness, frivolity, and ignorance can only be put down by education and employment.*

Among other products, the industrial revolution provided new materials that were used to make crafts and decorate homes. Small paper images lithographically printed and often embossed were known as scraps, chromos, or die cuts, and were widely used in the United Kingdom and the United States.

During the 19th century the publishers of stamped embossed reliefs vigorously explored new markets and outlets for their products, and scraps were used in more and more diverse and ingenious ways ranging from confirmation wafers to educational aids. Children bought many scraps and quickly invented games and ways to use them. In fact, these inexpensive pictures could be considered the great-grandparents of the embellishment craze of today: stickers.

The process of lithography was invented in 1798 by Alois Snefelder and many scraps have been printed using this little changed lithographic technique. Since lithographic stones were very heavy and difficult to work with, their use in industry was limited. With the introduction of the steel litho plate, the production of prints became viable on a large scale. This change introduced the cheap scrap that Gleeson White points out in his 1984 article in *The Studio* (extra Christmas issue):

> *These cut-out devices were prepared at a cost of 4d per 1000, the hands earning about 15 shillings a week, until Germany sent over more cheaply produced imitations at one-sixteenth the cost. . . .*

By the end of the first decade of the 20th century, mass production coupled with improved transportation had made manufactured goods available everywhere while advertising had made them desirable, leaving little demand for the individual hand-crafted item. These changes in the lives of people were reflected in their celebrations. Glass, metal, and celluloid (and later, plastic) decorations replaced the need for families to make their own. But some of our Victorian past has been preserved and continues to evolve as we celebrate contemporary holidays by purchasing antique printed and plastic decorations.

Valentines Day—Many examples of Victorian valentines have been saved. These decorations provide insight into the secrets of individual hearts as well as Victorian Society at large. Valentines were among the few acceptable tokens that could be freely exchanged between men and women, and much was read between the lines. Until the early 19th century valentines were primarily handwritten love letters. when new technology provided more sophisticated printing techniques, the Victorian valentine business boomed.

In 1847 a young woman named Esther Howland of Worcester, Massachusetts received a typical commercial English valentine from a friend and was inspired to try to make some of her own. As the story goes, Esther persuaded her father, who coincidentally was a stationer, to order a supply of valentine materials from England. Miss Howland's valentines became very popular and netted her over $1,000,000 a year. She is now known as the "Mother of the American Valentine."

May Day—The first-of-May frolic is an ancient festival that began in the English countryside before the Middle Ages. On this day young people would rise early and venture out into the fields to collect wildflowers. These would be made into garlands and baskets of spring blossoms and then delivered in secret to friends and neighbors. Later everyone would gather around a May pole with colored ribbons attached.

At the turn of the century in America elaborate and festive celebrations of May Day took place at many colleges including Iowa State College. (A "Traditions Mistress" is still in charge of annual May Day festivities at Bryn Mawr College, Pennsylvania.) Students participated in elaborate pageants. Before breakfast on the first of May, children secretly delivered their May Day baskets by hanging them on doorknobs (often knocking and then running away). If they were seen, custom required that they had to go back for a kiss and thanks!

Activities:

The following activities will provide good opportunities to use up scraps and recycled materials. In true Victorian manner you may want to designate a box in your classroom to collect materials such as wrapping paper, magazines, and ribbon. Have your students participate in acquiring the materials by saving things they might have thrown away.

A Mirror Valentine:

1. A piece of broken mirror or shiny silver paper for each child (aluminum foil will work)
2. Stiff red or white paper to make two heart shapes for each child
3. Reproduction scrap stickers or small illustrations from magazines
4. Lace, doily, ribbon scraps
5. Wax paper
6. Pens or thin markers to write sayings
7. Glue
8. Scissors

Use two pieces of stiff red or white paper and a small piece of broken mirror. Cut two hearts to cover your glass (Fig. 1), then glue the mirror to one of the hearts. Cut another heart exactly the same size as the first, and in the center leave a heart-shaped opening as large as possible, but small enough to cover the edges of the mirror.

On one side of the top of the valentine write, "Look Into This Mirror Clear," and on the other side write, "And My True Love Will Appear" (Fig. 2). At the bottom point of the valentine glue on small paper scraps. You could add bows or lace. Glue the heart-shaped frame over the glass and lay the valentine under several books until the glue dries. Be sure to place a piece of wax paper on top of and underneath the valentine.

Cornucopia May Day Basket:

1. An 8 1/2" square of stiff paper for each child (wallpaper scraps or an old wallpaper sample book would work)
2. 14" ribbon, cord or string for each child
3. Lace, doily, ribbon scraps
4. Reproduction scrap stickers or small illustrations from magazines
5. Hole punch
6. Clothespins

continued

7. Glue

8. Scissors

9. Popcorn, small candies to fill baskets (your students could also make paper flower and tape them to twigs, small sticks, or inexpensive cooking skewers)

Paper cornucopia May Day baskets were the Victorian child's choice. To make them, cut an eight and a half inch square of stiff paper. With the paper facing you so that it forms a diamond, wrap the two points of the diamond together (Fig. 1), overlapping them to form a tight cone shape. Glue under the overlapping edge and clip together with a clothespin until the glue dries. Next, decorate with lace, ribbon, paper scraps (Fig. 2). With a hole punch, punch out one hole on each side of the cornucopia to tie your long ribbon handle. Fill with popcorn and candy.

Procedure:

1. Discuss the fact that all people celebrate holidays.

2. List the holidays that your students celebrate.

3. Define the term Victorian.

4. Define the term industrial revolution.

5. Discuss the impact that the industrial revolution and technology has had on families.

6. Talk about Victorian ideals of home and expectation of women.

7. Discuss the specific impact that the industrial revolution and its products had on Victorian families and how these still influence our lives and ideas.

8. Discuss Valentine's Day and May Day.

9. Have students create valentines and May baskets.

10. Display and evaluate projects.

Assessment of Outcomes:

Students should list and describe at least two holidays that the Victorians celebrated.

List and discuss elements of Victorian life and traditions. Compare and contrast with contemporary students lives and celebrations.

Students will define the term Victorian and list some of the economic and social conditions of the period.

May baskets and valentines will be displayed and students will explain their work.

Use additional lesson time to focus and expand on these holidays and their activities. make a May pole and recreate the dances. Look at examples of original Victorian valentines.

Create lessons where students in your classroom share their family holiday traditions. Victorian families read about how to celebrate holidays in the many magazines and articles published during the period. How do we get this information?

Have your students interview older family members to find out how they celebrate and about the economic and social conditions that contribute to their celebrations. Ask about celebrations from their childhoods and today.

Resources:

Visit the Farm House Museum at Iowa State University, (515) 294-3342, to see a Victorian home and its contents. If you are too far away visit a period home or museum in your area. Call for more information and suggestions.

Don't forget to use the human resources in your community. Invite older citizens and student family members into your classroom to talk about their memories of celebrations.

Alistair Allen and Joan Hoverstadt. *The History of Printed Scraps*. London: New Cavendish Books, 1983.

Sarah Ban Breathnach. *Mrs. Sharp's Traditions: Nostalgic Suggestion for Recreating the Family Celebrations and Seasonal Pastimes of the Victorian Home*. New York: Simon and Schuster, 1990.

Doleta Chapru. *A Festival of the English May Folklore*. Village Farm, Inc. Route 3, Dodgeville, WI 52533 1991. An excellent source for history and directions for a May Day celebration.

Jessica H. Foy and Karal Ann Marling. *The Arts and the American Home, 1890-1930*. Knoxville: University of Tennessee Press, 1994.

Harvey Green. *The Light of the Home, An Intimate View of the Lives of Women in Victorian America*. New York: Pantheon Books, 1983.

How to Create Victorian Paper Scrap Art. Video, Rocky Mountain Handicrafts, Provo Utah 1991 (47 minutes).

Dover Publications, 31 East 2nd Street, Mineola, N.Y. 11501-3582, is an excellent source for reproduction Victorian scraps for projects. They print books of scraps to be cut out as well as books of stickers. Just be sure to mention to your students that Victorian children had to cut out all their own scraps!

The "Write Sport"

Grade Level **5**

Class Periods **7**

Goals/Objectives/Student Outcomes:

Students will:

- **Trace the development of sports in Iowa.**
- **Use sports as a tool to develop writing skills in 4 different styles of writing: diary/journal, creative, letter, and directional.**
- **Discuss the effects of sports on the lifestyles of Iowans.**

Materials:

1. A zip-lock plastic bag kit for each student containing:
   - 1 get well card
   - 3 pages personal stationary
   - 2 thank you notes
   - 1 invitation
   - 1 sheet formal stationary
   - pages arranged to form a small journal
2. Notebook paper
3. Pencils
4. A variety of sports equipment
5. Display table

Background:

Based on "From Knickers to High Fives," by the Putnam Museum of History and Natural Science:

Native Americans have lived in what is now Iowa or hunted on its land and fished its streams for at least 10,000 years. The story of sports in Iowa begins with the Native Americans whose sporting activities are generally believed to have derived from religious ceremonies for seasonal festivals. The game was a significant part of each ceremony. The ceremonies were probably intended to cure sickness, increase plant and animal fertility, or celebrate a good hunt or harvest. Native Americans also played games for fun and to increase the skills necessary for survival. Various ball games such as lacrosse and shinny were played as well as skill building games such as archery and foot, horse, or canoe racing.

As non-natives moved into the area, they brought with them different cultures and traditions. These people were independent, aggressive, and competitive. They got plenty of exercise with the daily chores of washing clothes, splitting firewood, and working and traveling in all types of weather. There was little tradition of sports at this time. In fact the concept of sport in the mid-19th century appears to have been associated with violent and bloody activities such as fighting and no-holds-barred wrestling. Many churches, especially the Protestant denominations, discouraged sports as being not conductive to the health of the soul.

Those ideas began to change, however. German immigrants to Iowa brought with them a philosophy of life that included physical fitness. Exercise helped build a better person, one with a "sound mind in a sound body." Over the years people founded Turner Societies whose purpose was sports, exercise and gymnastics. Many men and later women participated in classes held by Turners.

During the early days of the Civil War, Union General Abner Doubleday is credited with the invention of baseball as a diversion from the rigors of camp life. It was a uniquely American game, fast, organized, precise, and often intense, very unlike its English precedent, cricket. In the decades that followed, new games appeared, including basketball, volleyball, rowing, football, tennis, golf, and boxing by the Marquis of Queensbury's rules.

Along with the sports appeared a host of supporting or enabling devices—leagues, college staffs, professional coaches and trainers, sports writers, equipment manufacturers, and professionally designed and groomed playing fields.

Why did this happen? The growth of the middle class, the greater amounts of free time, a generally expanding American economy, a growing population, the social concern for health, and the belief that young people must fill their time with wholesome activities each played a part in the development of American sports.

Historian Donal Mrozek of Kansas State University has written an enlightening study entitled *Sport and the American Mentality, 1880-1910.* In it he states that three changes in America combined to make growth of sport possible: Sports could play a role in the emergence of a national culture in America; the changing role of women and the possibility of sport playing a new role in their lives; and the value placed by Americans on energy, activity, and movement in every area of work and play as personified by President Teddy Roosevelt.

We can see the beginning of team sport as we know it in the era after the Civil War. There also were many different activities that individual Iowans could participate in such as ice skating, bobsledding, boxing, and wrestling. The YMCA-YWCA tradition appeared in Iowa around this time. The YMCA's had reading rooms, baths, and sports activities for teams and individuals. Schools began forming football and basketball teams, a tradition that continues today with strong intra- and inter-city rivalries.

In addition, some late 19th century families had money to spend on their leisure time activities and as a result, clubs were founded to promote special activities. Clubs also satisfied the need for members to socialize and to provide socially acceptable activities to fill the idle hours of younger members. Some clubs that were formed for a particular sport crossed over economic and social boundaries within the communities. Still other clubs or teams organized by ethnic groups preserved games that were traditional to those cultures, and gave people of common heritage a way to keep in touch.

After the turn of the century, fitness and sport participation spilled from schools as young athletes took their lessons and competitive spirit onto playgrounds and playing fields. As professional sport writers began compiling statistics and highlighting heroes, sponsors and spectators encouraged the development of professional sport with money and attendance.

During the hard times of war and economic depression, the need for entertainment and a recreational outlet seemed to increase. Spirits were raised, time was filled, and money could be made. During the wars as teams broke up and members left for the fronts, many of the workers who were making the necessary tools of war played in industrial league baseball teams.

After World War II a booming economy and more leisure hours increased the demand for places to play and for sporting events to attend. Athletes excelled and fans loved the competitive spectacles. School related sporting activities increased as did the national visibility of sports heroes.

Title IX, which was part of the federal government's Education Act of 1972, required equal access for all athletes to facilities, equipment, coaching, and programs. This piece of legislation drastically changed physical education and athletic competition at the interscholastic and intercollegiate level as once-closed competitive doors were opened to women.

Today, advances in medicine, changing attitudes and wavering economic conditions have affected fitness and sport in Iowa. The quest for a healthier lifestyle brought fitness to the forefront while spending conscious sport consumers now seek the most return for the leisure dollar.

Excerpt from *The Goldfinch* 10 (April 1989), by Katharyn Bine Brosseau:
Traditional games have simple rules so that kids of many ages can play. Many traditional games, like Leapfrog and Follow-the-Leader need at least two players, but can be more fun with more people. In games like Red Rover, kids have to choose teams and play against one another.

Children in Iowa didn't play baseball in the mid-19th century (it wasn't invented yet). But they did have fun playing Leapfrog, Red Rover, and Follow-the Leader.

Why do kids play games? They play for entertainment. Many outdoor games are good exercise, too. Kids also learn how to cooperate with others, how to solve problems, and how to get along with others. Some games even teach kids how to behave. Simon Says, and old traditional game, teaches kids to copy others' actions when they didn't know what to do. Captain May I (also called Mother May I) shows kids how to polite when asking others for favors.

Excerpt from *The Goldfinch* 4 (September 1982), by Angelita Reyes:
Among the many sports people enjoyed in the late 19th century were archery, croquet, tennis, golf, bowling, and horseshoe pitching. These sports emphasized individual skill more than teamwork. Because vigorous activity was not required, it was acceptable for women to take part in most of these sports. In addition, long dresses did not get in the way too much when women competed in these games.

To play croquet, a certain number of hoops and pegs are set up on the lawn. Each player takes a mallet and ball. The objective of the game is to strike the ball through the hoops in the proper order. The first person to finish wins. When croquet was played, good manners and gentle behavior were as important as following the rules.

After 1876, bicycling became a popular sport. The League of American Wheelman was organized to help popularize bicycle riding. Because the League wanted more people to ride bicycles, it encouraged races all over the country. Women could be members but were barred from racing competition. In 1895, the League had many active members in Iowa.

Cycling influenced women's fashions. Because of the way a bicycle was built and used, women had to wear shorter skirts than they had worn before. Some daring women even wore baggy trousers called bloomers. Cyclists also worked to improve Iowa's roads and streets as well as those in the rest of the nation. At the time roads were seldom paved. To have an enjoyable ride, cyclists needed smooth roads without ruts and holes.

Procedure:

1. List things that helped the growth of sports. Tell how each item on the list made it possible for more people to participate in sports.

2. Clothing is a clue to the amount of physical activity in which women participated in the past. Find examples of women's fashions for the years 1860 through 1960. Look in the encyclopedia or in a book about the history of costume.

3. Discuss the value of taking part in sports. Think about ideas such as learning to be a good sport, teamwork, and physical fitness.

4. Make a list of the many types of sports and games that Iowans play. Make a list of individual and team sports. In which sports would people participate most of their lives.

5. Talk about some games or sports played in other states that

continued

are not played in Iowa or are not as popular in Iowa as in other states.

6. Sports news reporting has changed since the first reports appeared in newspapers. Read the 1867 news report of a baseball game on page 6 of *The Goldfinch* (vol. 4 #1 Sept. 1982). Find a recent newspaper report of a baseball game and compare the two. What differences are found in the reports? How has sports writing changed?

7. One class period: Describe the history of sports in Iowa by answering the questions below and using the background information.
a. Who were the first people to live in the land we now call Iowa?

b. What are some of the tribes that have lived or live in Iowa?

c. Why do we play games today?

d. What were other purposes could Native American games have had?

e. How can you tell early non-native settlers got plenty of exercise?

f. Do you agree with the statement "a healthy person has a sound mind in a sound body"? Why or why not?

g. Why did participation in sports grow after the Civil War?

h. Why were (and are) sports clubs formed?

i. Why would sports be more important to people during hard times or war?

j. How did Title IX change school sports?

8. Four class periods. Pass out a writing kit to each student. Tell students that in this unit they will sharpen their letter writing skills. They will be given a sports situation. After each description there is an assignment to be completed by using materials from the kit. Use your language textbook to review proper form for business and friendly letters.

Letter 1: Your friend Ken Ploen just was voted into the Canadian Football League Hall of Fame. Write a letter of congratulations.
(Ken Ploen graduated from Clinton High School in 1954 and was an All-State football and basketball player as well as hurdler in track. At the University of Iowa he quarterbacked the Hawkeyes to victory in the 1957 Rose Bowl game. He joined the Canadian Football League with the Winnipeg Blue Bombers, retiring in 1967. In 1975 he was elected to the Canadian Football League Hall of Fame.)

Letter 2: You are staying with your aunt, uncle, and cousins on the beach. You are really getting to be a beach bum! You go barefoot every day, swim, hike the dunes, and take a successful fishing trip, Write your parents a friendly letter telling them about your vacation.

Letter 3: You've just spent the weekend with friends of your parents. Their son was a terrible tennis player, but you did get to teach him some of Jim Leach's wrestling moves. When home, you write a thank-you note for their hospitality.
(Jim Leach, the man who now represents Iowa's First District in Congress, won the Iowa State wrestling championship at 138 pounds in 1960. He participated in wrestling, football, and rugby at Princeton University.)

Letter 4: Yesterday your mother brought home an antique lamp. While pretending you were Judy Thompson practicing her backhand, you break it. Quickly, you write a letter of apology.
(Former tennis pro Judy Thompson played on the Virginia Slims circuit in the late 1960s. Taking up the sport in her senior year in high school, Thompson continued her career at the University of Northern Iowa before joining the pro ranks.)

Letter 5: You are president of the "Si" Roberts Fan Club. You've just learned that you might be voted out of office next election You're desperate and decide to do some electioneering. So you write an invitation to attend a "Si" Roberts autograph party—after checking with "Si" first, of course!
(Simon "Si" Roberts was the 1954 Iowa State wrestling champion at 133 pounds. At the University of Iowa, Roberts was three time NCAA champion at 147 pounds. Si was the first black state wrestling champion and the first black wrestling official in the Quad Cities.)

Letter 6: Looking through last Sunday's paper, you read an ad for a sale on sweat suits. This reminds you of your grandma's jogging program. Thoughtfully you write a business letter ordering her the outfit.

Letter 7: It's your birthday and you open a present from your favorite aunt. It's a new soccer ball! With gratitude and politeness, you write a thank you note.

Letter 8: You are watching the TV news when you hear that your favorite baseball star, Gene Baker, was hurt in last night's game against the Cardinals. He's now in the hospital. Concerned, you write a get-well note.
(Gene Baker has something many Iowans would give their eyeteeth for—a World Series ring! Baker played infield for the Chicago Cubs from 1953-1956 and the Pittsburgh Pirates from 1957-1961 and was named to the National League All Star Team in 1955. After the 1961 World Series season with Pittsburgh, he became a scout for the Pirate's organization.)

9. One class period. Recording the events and emotions of your life through a journal or diary is an interesting and rewarding experience. In this lesson students blend their imaginations

with this writing style.
a. Set out a variety of sports equipment (balls, rackets, shoes, etc.).

b. Ask the students to pretend they are one piece of that equipment and write 5 entries in their journal detailing the life of that equipment from its point of view.

10. One class period. Directional writing is a necessary part of technical writing and unless well written, can easily confuse readers. Ask the children to write directions detailing how to do anything pertaining to a sport, such as:
a. How to play volleyball

b. How to set up a baseball diamond

c. How to dress for watching a football game on a cold day

d. How to get to your high school stadium from your school

Assessment of Outcomes:

Each student compiles their writings into a book to show their teacher, principal, and parents. This book serves as an assessment of mastery.

Extensions and Adaptations:

Have the students design and make the cards for their writing kits.

Have the students learn games from long ago such as shinny.

Bring community residents in to tell about sports greats from your town or school.

Resources:

"Sports." *The Goldfinch* 4 (September 1982).

"Folklife." *The Goldfinch* 10 (April 1989): 11-12.

PRAIRIE *Voices...*

Foodways

Grade Level **3-6**

Class Periods **1**

Goals/Objectives/Student Outcomes:

Students will:

- **Learn about types of food eaten by people in earlier times.**
- **Learn how people acquired what they ate.**
- **Learn about the utensils and dishes people used to prepare and serve food.**
- **Learn about seasonal variability in food.**
- **Learn how food was preserved for future use.**

Materials:

1. Recipe books, old and new
2. Newspapers, old and new
3. Restaurant menus
4. Time to look at television and listen to the radio
5. Catalogs showing tools, utensils, and dishes for sale
6. Grocery store advertisements showing prices and types of food for sale
7. Samples of containers used to store food
8. Samples of actual food items, especially those that are not grown in this area

Background:

Although all people need sufficient food to live, the ways in which we acquire, prepare, and consume food can take many forms. Earliest people gathered and hunted food, and the idea of growing food was a revolutionary development. Most food had to be preserved, processed, and prepared before people ate it. The consumption of food came to acquire cultural significance beyond merely sustaining life, often acquiring formal and ceremonial importance. Within this general framework of having enough to eat, certain techniques of preparation, choices and varieties of food, and kinds of edible materials either became valued or became taboo and therefore could not be eaten. The wide variation in the ways people have approached these issues make the study of food and food preparation one of the central concerns in the history of any group of people.

Procedure:

This thematic lesson plan is intended to introduce this particular topic to students. The activities are intended to introduce students to the process of inquiry that can be applied to the study Iowa history. In many cases the same activities can be used to explore the topic in a variety of Iowa history time periods. This lesson plan can also be used in conjunction with other topical areas in this curriculum.

These thematic lesson plans underscore basic skills such as reading, writing, communicating orally, and collecting reference sources. Many of the activities will give students practice in using higher skills as in reading, writing, communicating orally, collecting reference sources and using a library; distinguishing between primary and secondary sources; using charts and timelines; and developing vocabulary. The teacher can introduce higher level skills through these activities such as collecting information from a variety of sources through observation and questioning; compiling, organizing, and evaluating information; comparing and contrasting; drawing conclusions or inferences from evidence; considering alternative conclusions; making generalizations; recognizing points of view; understanding how things happen and how things change; recognizing how values and traditions influence history and the present; grasping the complexities of cause and effect; developing a chronological sense; and understanding events in context.

Activities:

1. List the food you ate during your most recent meal.
2. List your favorite foods.
3. Discuss where food is obtained.
4. Discuss where food products originate. These may be different from the places where we obtain food.
5. Look at recipe books to see what ingredients are needed to make various kinds of foods.
6. Look at a newspaper or magazine to see what food products

are advertised.

7. Watch television and listen to the radio and keep a journal of the food advertisements that are broadcast.

8. Look at old newspapers and see what food products are advertised.

9. Compare the prices of foods in old newspapers with the prices of the same or similar foods today.

10. Find old recipes.

11. List as many ways as possible to preserve food.

12. List types of containers in which food is sold, kept in the home, or preserved.

13. Discuss how people gathered and grew food at earlier times in our history.

14. Look at restaurant menus and see what choices of food are available today.

15. Look at menus from the past and see what choices of food were available at earlier times in our history.

16. Discuss what kinds of foods people in other parts of the world eat and why we might not eat the same kinds of food.

17. List some of our food taboos. Discuss why we have taboos about certain types of food.

18. Discuss the utensils and tools needed to prepare food.

19. Discuss the types of dishes and utensils needed to consume food at a table.

20. Discuss why so many types of utensils, tools, and dishes are needed or desirable to prepare and consume food.

21. Discuss what foods are available only at certain seasons because of where or how they are grown.

Assessments of Outcomes:

1. Prepare a typical dinner menu from an earlier era.

2. Compare a shopping list for the ingredients needed to make a typical dinner in historic times with a typical shopping list from today.

3. List foods that we commonly eat but that are not typically eaten by other people. Explain those differences in diet.

4. List foods that we don't commonly eat but that other people do. Explain the reasons for the differences.

5. List the types of utensils, tools, and dishes that are used to prepare and consume food today and in historic times, here and elsewhere.

Extensions and Adaptations:

Most of the activities listed under procedures can be easily adapted to meet the learning needs of most students at various ages. Many of the listed activities can be used as art, music, writing, math, or science projects. Be sure to draw on teachers within your school and resource people in your community. The folklife section of this curriculum provides a list of community resource ideas.

Resources:

Contact the Iowa History Resource Center at the State Historical Society of Iowa for a list of books, videos, organizations and ideas for studying Iowa history. Write to: Education Coordinator, State Historical Society of Iowa, 600 East Locust, Des Moines, Iowa 50319.

Clothing

Grade Level **K-8**

Class Periods **2**

Goals/Objectives/Student Outcomes:

Students will:

- **Learn about articles of clothing worn at earlier times in our history.**
- **Learn what fibers and materials were used to make clothing.**
- **Learn about the tools and machines used to make clothing.**
- **Understand the changing cycles of clothing fashions and fads.**
- **Learn about the functions and requirements of different types of clothing.**

Materials:

1. Mail-order catalogs from various companies and years
2. Newspapers and magazines, from various eras
3. Time to look at television and listen to the radio
4. Store advertisements for clothing and for the tools used to make and alter clothing
5. Samples of clothing ornamentation and decoration
6. Photographs of people wearing different kinds of clothing
7. Samples of articles of clothing

Background:

In most parts of the world people wear clothing, whether for protection or social custom that demands portions of the body be covered from public view. Clothing can be made from natural or synthetic materials. The earliest forms of clothing were rather crude garments made from largely unprocessed materials. As human social organization became more complex, the variety of fibers used to make clothing, the spinning and weaving processes, and clothing patterns, colors, and ornamentation also became more elaborate. In addition to protecting people from the cold or the sun and satisfying their sense of modesty, clothing became subject to fashions and fads. Individuals began to acquire more clothes. Accessories for clothing were developed. Specialty clothes related to occupations or professions became a sort of uniform that identified the wearer. People made less of their own clothing, and clothing manufacturing became a major industry. Any study of the way people live must include analysis of the clothing worn in that particular geographic area as well as how clothing production and styles have changed during the history of the community.

Procedure:

This thematic lesson plan is intended to introduce this particular topic to students. The activities are intended to introduce students to the process of inquiry that can be applied to the study Iowa history. In many cases the same activities can be used to explore the topic in a variety of Iowa history time periods. This lesson plan can also be used in conjunction with other topical areas in this curriculum.

These thematic lesson plans underscore basic skills such as reading, writing, communicating orally, and collecting reference sources. Many of the activities will give students practice in using higher skills as in reading, writing, communicating orally, collecting reference sources and using a library; distinguishing between primary and secondary sources; using charts and timelines; and developing vocabulary. The teacher can introduce higher level skills through these activities such as collecting information from a variety of sources through observation and questioning; compiling, organizing, and evaluating information; comparing and contrasting; drawing conclusions or inferences from evidence; considering alternative conclusions; making generalizations; recognizing points of view; understanding how things happen and how things change; recognizing how values and traditions influence history and the present; grasping the complexities of cause and effect; developing a chronological sense; and understanding events in context.

Activities:

1. List the articles of clothing you are wearing today.
2. List all articles of clothing you own.
3. Discuss the sources of fibers and other materials used to make articles of clothing.

4. List the tools used when most articles of clothing were made by hand.

5. List the machines used to manufacture most articles of clothing.

6. Discuss the articles that have been used to ornament and decorate clothing.

7. Discuss the differences between men's and women's clothing and compare the 19th and 20th centuries.

8. Discuss special clothing intended for children only.

9. Look at mail-order catalog advertisements for clothing and check prices.

10. Study clothing advertisements in newspapers and magazines and on television and radio. What techniques are used to persuade people to purchase clothing?

11. Compare today's clothing prices with prices at earlier times in our history. Be sure to consider the purchasing power of a dollar.

12. Discuss how different climates and activities affect the kinds of clothing people wear.

13. List occupations and activities that need specialized clothing.

14. Discuss clothing colors and what materials are used to create the different colors. What was used in earlier times to color cloth?

15. Discuss the use of specially colored clothing for special events and activities.

16. Discuss techniques to wash, clean, store, and otherwise care for clothing.

17. Make a scrapbook of the variety of clothing shown in advertisements.

18. Discuss the reasons why people may voluntarily wear clothing that is quite uncomfortable and inconvenient.

Assessment of Outcomes:

1. Prepare a list of clothes for the wardrobe of an imaginary person with unlimited money to spend.

2. Prepare a wardrobe list for yourself and list the prices and where to obtain each item.

3. List types of clothing worn in earlier times that are unknown today.

4. List the changes in the tools and machines that have been used to make clothing during the past 150 years.

Extensions and Adaptations:

Most of the activities listed under procedures can be easily adapted to meet the learning needs of most students at various ages. Many of the listed activities can be used as art, music, writing, math, or science projects. Be sure to draw on teachers within your school and resource people in your community. The folklife section of this curriculum provides a list of community resource ideas.

Resources:

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4: fun facts

"Iowa Historical Moments"

Fact Sheets

Volume 1

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"IOWA HISTORICAL MOMENT" FACT SHEET

A PROJECT OF KDSM-TV (DES MOINES), KCRG-TV (CEDAR RAPIDS), THE STATE HISTORICAL SOCIETY OF IOWA, & THE IOWA DEPARTMENT OF ECONOMIC DEVELOPMENT

AMELIA JENKS BLOOMER

Amelia Jenks Bloomer was born May 27, 1818 in Homer, New York. When she was 17, Amelia taught school. Two years later she became governess for the children of Mr. and Mrs. Oren Chamberlain. During this period she met Dexter Chamberlain Bloomer, a Quaker from Seneca Falls, New York, who was one of the editors of the weekly newspaper *Seneca Falls Courier*. They married in Waterloo, New York, in 1840.

During the next few years Amelia wrote articles for various newspapers on the social, moral, and political issues of the time. She also attended an important temperance meeting in Seneca Falls in 1848. Organized by Lucretia Mott and Elizabeth Cady Stanton, the meeting concerned the property and voting rights for women.

In 1848 the local temperance society decided to publish their own newspaper, the *Lily*. Amelia Bloomer was the editor; her husband claims that she was the first woman to be editor and publisher of a U.S. newspaper. During 1849, Elizabeth Cady Stanton became a columnist in the *Lily*, influencing Amelia to work for women's rights, as well as for temperance. In 1850 Amelia Bloomer became acquainted with Susan B. Anthony. That year she also attacked, in the *Lily*, the Tennessee legislature for declaring that women have no souls, and thus have no right to hold property. From then on the newspaper devoted as much space to articles on women's rights as it did to temperance.

The February 1851 issue of the *Lily* was the first to mention the new style of dress with which her name came to be associated. The new style came to Amelia's attention through Elizabeth Cady Stanton, whose visiting cousin dressed in short skirts and Turkish trousers. Elizabeth adopted her cousin's costume, and so then did Amelia Bloomer. The *New York Tribune* printed an article, which was widely copied, calling the new costume the "Bloomer Costume," and using such words as Bloomerism, Bloomerites, and Bloomers. The name stuck. Amelia Bloomer became famous. She wore the costume at home, at church, for lectures, at parties, and at the office. She said that she "... found the dress comfortable, light, easy and convenient, and well adapted to the needs of my busy life."

Amelia Bloomer wore the costume until after she moved to Council Bluffs, Iowa. In 1865 she wrote to a friend about her reason for reverting to ordinary dresses. "I found the high winds which prevail here much of the time played sad work with short skirts when I went out, and I was greatly annoyed and mortified by having my skirts turned over my head and shoulders on the streets. Yet I persevered and kept on the dress nearly all the time till after the introduction of hoops. Finding them light and pleasant to wear and doing away with the necessity for heavy underskirts (which was my greatest objection to long dresses), and finding it very inconvenient as well as expensive keeping up two wardrobes — a long and short — I gradually left off the short dress." She added, "It was not at my husband's dictation, by any means, but was my own voluntary act."

Until her death, Amelia Bloomer gave hundreds of speeches across the country on such subjects as temperance, women's rights, and women's education. She died on 30 December 1894 and is buried in Council Bluff's Fairview Cemetery.

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"IOWA HISTORICAL MOMENT" FACT SHEET

A PROJECT OF KDSM-TV (DES MOINES), KCRG-TV (CEDAR RAPIDS), THE STATE HISTORICAL SOCIETY OF IOWA, & THE IOWA DEPARTMENT OF ECONOMIC DEVELOPMENT

BUXTON, IOWA
MONROE COUNTY

Buxton was one of many Iowa towns founded by railroad companies or their subsidiaries that flourished briefly and then disappeared. Although its historical moment was relatively short, it holds a special place in Iowa's heritage.

Founded in 1900 as a company town for workers in the mines of the Consolidation Coal Company, Buxton was located about 15 miles southwest of Oskaloosa. Buxton was never incorporated because that would have meant some loss of control by the company, which built houses, stores, recreational facilities, and even churches for its workers who lived there. What most struck the fancy of Iowans who knew about or visited the town was that at its peak more than half of its nearly 5,000 residents were black. They lived and worked side by side with the town's white residents in what seemed to many at the time — both black and white — an almost idyllic life. A black newspaper in Des Moines called it "the colored man's mecca of Iowa." Unfortunately, it was not long before the company chose to cut back on production in the Buxton mines, and in 1923 it abandoned the community, which gradually disappeared. All that remains are a few ruins in a field in southern Iowa, near the junction of Mahaska, Marion, and Monroe counties.

Buxton was not typical of the black experience in Iowa, as former residents quickly learned. When jobs disappeared along with the company that built and ran the town, black residents scattered to Iowa cities such as Des Moines, Ottumwa, Cedar Rapids, and Waterloo, where they experienced the full force of discrimination so typical of the black experience in the rest of the country. However distorted by time and intervening circumstances, the image of Buxton as a haven for black people lives on in the memories of its former residents and in the imaginations of those with whom they have shared their story.

Other Facts

- **Population:** 1905, 4,921; 1915, 4,518; 1925, probably fewer than 100
- **Annual income of workers in Buxton, 1914:**

Physician	$3,000	Mine engineer	960	Farmer	900
Lawyer	1,600	Miner	499	Farmhand	260
Minister	980	Railroad worker	1,162	Carpenter	712
Teacher	490	Telegraph operator	700	Domestic	201
Merchant	1,060	Barber	355	Blacksmith	925
Store clerk	700	Midwife	250	Day Laborer	462

- **Racial and ethnic distribution:**

	1905	1915
Black	55.0%	40.0%
Slovakian	2.0	4.8
Swedish	3.0	1.9
English, Scottish, Welsh, and Irish	2.0	2.2

- **Birthplace of black residents:**

Virginia	33.0	27.0
Iowa	24.0	41.0
Missouri	8.9	8.4
Alabama	6.6	3.7
Tennessee	4.8	2.9

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CEDAR ROCK (THE LOWELL WALTER HOUSE)

- The limestone bluff at a bend in the Wapsipinicon River has long been called Cedar Rock. The Frank Lloyd Wright-designed house built on that bluff overlooking the river thus became known as "Cedar Rock."
- This was the first and most elaborate of seven houses designed in Iowa by the internationally famous architect Frank Lloyd Wright. He also designed the river pavilion (boathouse), the front gate, the curving driveway approach, a ceremonial fire pit, and a fountain.
- It is unusual that all the furniture and accessories — including the carpet, draperies, and even the lamp shades — were also designed or selected by the architect.
- The house was constructed between 1948 and 1950 at a cost of over $125,000. The general contractor was Kucharo Construction Company of Des Moines.
- Materials used in building the house included: concrete (for the roof with its wide, upturned eaves and the heated floors), glass, brick, and walnut wood from Missouri.
- The property was listed in the National Register of Historic Places in 1983. It is considered an architecturally important house for Iowa as well as the nation.
- Like all seven Iowa houses designed by Wright in what is known as the "Usonian" style, the Walter House has neither a basement nor an attic. Built-in furniture and carefully organized storage areas are important elements of the design. Some ceilings are low while others are tall with high windows on all sides. ("Usonian" was a word Wright coined as a variation on "United States"; it describes the later, simplified version of his prairie-style house.)
- One innovation in this house is the use of a prefabricated bathroom module called the "Stan Fab Unit Bath." This consisted of a white porcelain tub, toilet, and swiveling sink, within walnut-lined walls of two small, skylit bathroom spaces. This is the only Wright-designed house known to have these bath units.
- The owner, Lowell E. Walter, was a native of Quasqueton who founded and ran the Iowa Road Builders Company of Des Moines until 1944. When he died in 1981, the property was left to the State of Iowa.
- The house was featured in two national magazines. Wright's design proposal appeared in the June 1945 issue of *Ladies Home Journal*. The completed house was shown in the January 1951 issue of *The Architectural Forum*, which was dedicated to Frank Lloyd Wright's work.
- The house and grounds are owned and operated as a museum by the Iowa Department of Natural Resources. Public tours are conducted from May to November.

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EFFIGY MOUNDS NATIONAL MONUMENT

The Effigy Mounds National Monument was established to preserve an important collection of prehistoric Indian burial mounds. It is located five miles north of McGregor, Iowa.

- Established in 1949, the monument contains nearly 1,500 acres — or about two square miles — and is administered by the National Park Service.
- There are 191 mounds. Of these, 162 are conical or linear mounds. The most significant, however, are the 29 *effigy* mounds in the form of bears and birds. Only in southern Wisconsin, and adjacent areas in Illinois, Minnesota, and Iowa, do such effigy mounds exist.
- The most striking effigy is the Great Bear Mound, which measures 70 feet across the shoulders and forelegs, 137 feet long, and 3 1/2 feet high.
- The oldest mounds date from the Red Ochre Culture, about 2,500 B.C. The other major culture represented is the Hopewell. These people are thought to have lived in the area from about 100 B.C to 600 A.D.
- The culture that made the effigies occupied the land from a time that overlapped the Hopewell Indians until some time before the 14th century, when the area was home to the Oneota Indians.
- While European-Americans were present in the area since the late 1600s, the mounds were not investigated until 1881, when Theodore H. Lewis and Alfred J. Hill undertook a survey of the mounds and produced maps that show the mounds that still remain today as well as those destroyed before the monument was established.
- Visitors to the monument can stop at the visitors center and museum to learn more about the history of the mounds and to see exhibits of Indian artifacts removed from the mounds.
- Visitors can also hike 11 miles of wooded trails through the monument.
- In addition to its valuable archaeological treasures, the monument contains an interesting variety of wildlife and vegetation that represent a biological community not found anywhere else in the National Park system.
- The area also boasts beautiful panoramas of the Mississippi River valley.

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FORT ATKINSON

In 1840, the United States government pressured the Winnebago Indians of Wisconsin to cede their ancestral lands and move to northeastern Iowa. The land they were removed to was located along the Turkey River in Winneshiek County, within what was called the Neutral Ground. The Neutral Ground was a 40-mile-wide buffer zone established by a treaty in 1828 to keep peace among the Sioux, living in what is now southern Minnesota, and Iowa tribes to the south — the Sauk, Mesquakie, and Ioway. But peace did not come. The federal government hoped that placing the Winnebago between the tribes would bring stability to the area.

Brigadier General Henry Atkinson brought in a company of infantry to establish a military camp, which was later named Fort Atkinson in his honor. Troops were needed to protect the Winnebago from the other tribes, to prevent any Winnebago from returning to Wisconsin, and to keep out European American settlers. In 1841 a company of dragoons — mounted infantry — joined the other troops.

With the addition of the dragoons, the camp's living quarters became inadequate. Atkinson received the approval of the federal government to construct a temporary fort. The site selected was on a limestone bluff near the Turkey River about 50 miles west of the Mississippi. Most of the buildings were built between 1840 and 1842 out of logs and limestone quarried from the area. The fort was unusually elaborate for one that was supposed to be temporary. In fact, an army inspector general visiting the garrison in 1842 was angered by the time and money spent on the fort. In his opinion, no temporary fort should cost more than $500. Fort Atkinson had already cost $28,000 and another $5,000 was needed to complete it.

The fort was never once attacked and daily life in the garrison was uneventful. Soldiers spent their days building the fort, cooking, gardening, caring for the animals, standing guard, and performing many other routine duties. One task the men did not perform was laundering clothes. This was done by women — usually wives of enlisted men. At any one time there were usually more than 150 people living at Fort Atkinson.

In 1848 and 1849 the Winnebago were removed to the Crow Wing reservation in Minnesota. The Mesquakie tribe had pushed farther west and south, and the Sioux would soon be removed. Thus, there was little need to maintain mounted troopers at the fort. After only nine years of use Fort Atkinson was abandoned. It rapidly fell into disrepair as settlers stole doors, windows, and hardware. In 1855 the War Department sold the damaged buildings and within a few years settlers had bought the land. Eventually all but a few stone buildings were altered or destroyed.

In 1921 the State of Iowa acquired the fort site. Later, research and archaeological surveys made reconstruction of some of the fort possible. In 1968, the fort was made a State Preserve. Today, visitors can see a collection of china, glassware, and other excavated artifacts now housed within the Fort Atkinson museum. The fort also hosts an annual celebration in September — called the Rendezvous — where fort life of the 1840s is reenacted and the public can sample food and crafts from the period.

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ABBIE GARDNER SHARP CABIN

ARNOLDS PARK

One of the few violent conflicts between settlers and Native Americans in Iowa occurred near Arnolds Park in what became known as the Spirit Lake Massacre. Although its significance has been exaggerated it remains one of the best-known events in Iowa history. The Spirit Lake Massacre has spawned much historical research and speculation. Perhaps the most well known of these stories is that of Abbie Gardner and her family.

Abbie's father built a small cabin at Pillsbury Point on the shore of Lake Okoboji in 1856. At the time, the Gardner family and their neighbors were the first white settlers in the area. In March 1857, 38 settlers — including Abbie's mother, father, and four siblings — were killed by members of a Wahpekute band of Sioux (Dakota) Indians. Unharmed, Abbie spent three months in captivity before being released for a ransom that consisted of two horses, 12 blankets, two kegs of powder, 20 pounds of tobacco, and 70 yards of cloth. What is usually omitted from popular accounts about the uprising is that the settlers had previously mistreated the Native Americans. For example, the Indians had tried to barter for food because they were starving, but the settlers were uncooperative.

Returning to the cabin 34 years later, Abbie Gardner Sharp lived there until her death in 1921. She operated the cabin as a tourist attraction where she sold souvenirs and copies of her book, *History of the Spirit Lake Massacre*. Largely through Sharp's promotion, Gardner Cabin became a landmark ingrained in Iowa's lore.

In 1959 the State Historical Society of Iowa took possession of Gardner Cabin and has since restored it to resemble its approximate 1856 appearance. Inside the cabin visitors can see furnishings typical of pioneer life during the period. Near the cabin stands a monument dedicated in 1895 to the memory of those killed in the uprising. There's also a one-acre park, and a visitors center with exhibits of local artifacts, all of which give a sense of what life was like in a frontier settlement in mid-19th century Iowa. Gardner Cabin was listed on the National Register of Historic Places in 1973.

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IOWA PRESIDENTIAL CANDIDATES

HERBERT CLARK HOOVER

Born in West Branch, Iowa, on 10 August 1874, Herbert Hoover was the second of three children in a Quaker family. Herbert's father was a blacksmith who died when Herbert was six years old. His mother died three years later, after which he went to Newberg, Oregon, to live with an uncle.

At age 17 Hoover entered Stanford University, graduating four years later with a degree in engineering. After graduation, Hoover worked for various mining firms — first in Australia, later in China. In 1899 he married Lou Henry, a native of Waterloo whom Herbert had met when they were both geology students at Stanford. From 1901 to 1908, Hoover worked in London for a British mining firm, which sent him traveling across the world. He acquired great wealth and a worldwide reputation in his profession.

President Woodrow Wilson called Hoover home after the outbreak of World War I to become U. S. Food Administrator. After the armistice, the Allied "Big Four" leaders appointed him director of relief and rehabilitation to help Europe's postwar food shortage and famines. When Hoover returned to the U.S. in September 1919, some friends launched a campaign to give him the Republican nomination for president. Hoover failed to get the nomination, but the new Republican President Harding appointed him Secretary of Commerce.

In 1928, Hoover received the Republican presidential nomination overwhelmingly on the first ballot at the national convention. During his campaign Hoover only made seven speeches, emphasizing prosperity, farm relief, and the protective tariff. He also supported prohibition. Hoover won with a larger popular vote (21,430,743 to 15,016,443 over Democrat Alfred E. Smith) and a larger electoral vote (444 to 87) than any other president. Unfortunately, Hoover's administration was dominated by an economic depression following the stock market crash in 1929. His opponents criticized him for his "trickle down" theory based on the idea if government aided big business at the top, business would then create more jobs and relieve unemployment. The major issue of the 1932 election was the depression, which Democrat Franklin D. Roosevelt used to defeat Hoover (22,821,857 to 15,761,841 popular votes, 472 to 59 electoral votes).

Despite his loss, Hoover remained active in the Republican Party until the end of his life. He also wrote several books about his political experiences. He died in New York City on 20 October 1964.

HENRY AGARD WALLACE

Henry Agard Wallace was born 7 October 1888, Adair County, Iowa. In 1895, his grandfather, known as "Uncle Henry" Wallace, editor of newspapers in Winterset, bought the periodical that became Wallace's *Farmer*.

Henry A. — like his father Henry Cantwell Wallace — graduated from Iowa State College of Agricultural and Mechanical Arts and was editor of *Wallace's Farmer*. Henry A. was also a noted crop geneticist, and developed the first hybrid seed corn for commercial use. With two friends he founded Pioneer Hi-bred Seed Corn Company, one of the largest suppliers of hybrid seed corn in the world.

In 1933, Wallace was appointed U.S. Secretary of Agriculture by President Franklin D. Roosevelt, and was a leader in shaping farm policies for the New Deal. In 1940 he was nominated for Vice-President, for Franklin D. Roosevelt's third term. They won the election, but Wallace was replaced as vice presidential nominee in 1944 owing to friction over disagreements about foreign policy. He was later appointed Secretary of Commerce, a post he held until 1946. At that time Wallace became further opposed to America's foreign policy, particularly in regard to the Soviet Union.

This dispute led to the formation of the Progressive Party, which named Wallace their candidate for president in 1948. Although Wallace received more than one million popular votes, he won no electoral

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votes. After his defeat he returned to his post as editor of the *New Republic*, a position he had held since 1946. He spent the remainder of his life in New York, conducting experiments on plant genetics, and public speaking on agriculture and foreign policy topics. Wallace died in 1965.

The Wallace birthplace in Adair County, near Orient, still stands, and a marker to Henry A. is featured in a county park near the site.

JAMES BAIRD WEAVER

James Baird Weaver, who ran for president twice for two different political parties, was born 12 June 1833 in Dayton, Ohio. His family moved to the Iowa Territory in 1842, settling in Davis County, near what is now Bloomfield.

By 1852, Weaver had begun to study law in Bloomfield, and in 1855 he entered Cincinnati Law School. He graduated the next year and opened a law practice in Bloomfield.

Weaver ran for a number of offices over the next several years and was elected to Congress in 1878. In 1880 the Greenback Party — which eventually merged with the Democratic Party — nominated him as its candidate for president. He received more than 300,000 votes in the general election but received no electoral votes.

He was elected to two more terms to Congress before he was once again nominated for the presidency — this time by the Populist Party in 1892. Though he lost again, more than one million voters favored him — about 8.5 % of the vote — and he won 22 electoral votes.

Although Weaver remained active in national politics, the last political office he held was that of mayor of Colfax, Iowa. He was elected in 1901.

James Baird Weaver died on 6 February 1912. Three years later the town of Bloomfield dedicated Weaver Park in his honor.

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IOWA STATE CAPITOL

DES MOINES, IOWA

History

In 1870 there was a contest to decide the design of Iowa's state capitol. An ad calling for submissions of architectural plans appeared in several local and national newspapers. A state commission selected two plans from the 14 submitted, agreeing to combine elements of both into one plan. J. C. Farrand of Des Moines and Alfred H. Piquenard of Chicago submitted the winning designs.

Ultimately, several architects would have a hand in designing the capitol. The project was initially directed by Piquenard, as architect, and his Chicago supervisor, John C. Cochrane, who acted as superintendent. Piquenard traveled to Europe to study its classical architecture, bringing these influences to his capitol design. He died in the middle of the project, and his assistant, M.E. Bell, replaced him. Bell was later replaced by Des Moines architect W. F. Hackney, who finished the project.

The thirteenth Iowa General Assembly designated $1.5 million for the capitol, stipulating that local materials and talent be used whenever possible. This was meant to both lower costs and to highlight Iowa's abundant resources. Construction began in 1871. Unfortunately, the stone foundation cracked during the winter and had to be removed. A second foundation was laid in 1873. The building was completed in 1886 at a cost of $2,873,295. In 1902 the capitol was repaired and modernized. Improvements included the installation of electricity, elevators, and a phone system. A fire two years later damaged several offices and chambers that had to be restored. Repairs, improvements, and the purchase of artwork raised the total cost to about $3.3 million.

Architecture of the Capitol

Iowa's capitol is one of 12 similar structures built during a period (1865-1890) sometimes called the "Gilded Age of State Capitols." Our capitol was one of the earliest and most influential of this period. Most of these capitols, including Iowa's, took their basic design from the national Capitol — particularly its dome, portico, rotunda, and wings. The form was symbolic of American bipartisan democracy.

In addition, most of these capitols were lavishly adorned with marble, stained glass, exotic wood, and gilded domes. Two ideals of the era — the importance of community (fostered by the Civil War), and the desire for personal achievement — were represented within and around Iowa's capitol by its murals, sculptures, and other artwork. The structure's ornamentation derived from classical Greek and Roman motifs. Thus, the Iowa state capitol was designed to inspire patriotism and pride by wedding the ideals and resources of its citizens to the great cultures of the past.

- The diameter of the dome measures 80 feet. It has been gilded four times and its gold is 1/250,000 of an inch thick.
- This is the sixth capitol in Iowa, and the third since Iowa became a state. It's the second one to be located in Des Moines.
- There are 398 steps from the ground to the top of the dome.
- There are 29 varieties of marble used in the capitol — 22 foreign and seven domestic.
- The exterior materials include sandstone, limestone, and granite.

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"Iowa Historical Moment" Fact Sheet

A Project of KDSM-TV (Des Moines), KCRG-TV (Cedar Rapids), the State Historical Society of Iowa, & the Iowa Department of Economic Development

Iowa's Exposition Palaces

Once, there were palaces in Iowa. They were made, not from stone, but from the products of the state's rich land — corn, coal, flax, and blue grass. These palaces were erected as temporary showcases at fairs and expositions held to highlight the major products of the area. The palaces were usually huge, elaborate structures, sometimes taking up one city block. Elements of Romanesque and Moorish architectural styles were often prominent in the palaces, which were typically constructed of lightweight wood and chicken wire and then covered and ornamented with corn or whatever the area's dominant product was. Inside the exposition palace was a flurry of activity — bands played, operas wailed, speeches droned, and local citizens displayed their handmade and homegrown goods. National celebrities often visited the palaces.

Below is a list of Iowa's exposition palaces.

Corn Palaces, Sioux City

All five of Iowa's corn palaces were built in Sioux City.

- The first one opened 3 October 1887. Located at the northwest corner of Jackson and Fifth streets, it was 100 feet high, and covered 200 square feet. Its architecture was generally Moorish in style. President Grover Cleveland visited the palace on his honeymoon. These materials were reportedly used to construct the palace:

  300,000 feet of lumber
  5,000 bushels of Indian corn
  3,000 pounds of nails
  2,500 feet of rope
  3,500 yards of colored cloth
  15,000 bushels of corn
  500 pounds of carpet tacks
  1,500 pounds of small brads
  500 pounds of small wire

  The total cost, not including donated labor and materials, was $28,000.
- The second palace opened 24 September 1888. Located at the northeast corner of Pierce and Sixth streets, the palaces was one-quarter block square, 100 feet high. Visited by Iowa Governor William Larrabee, its architecture contained Richardsonian Romanesque elements.
- The third one opened 23 September 1889. Located at Pierce and Jackson streets, it contained elements of both Richardsonian Romanesque and Gothic architecture, and had a tower 180 feet high.
- The fourth palace opened 23 September 1890. Located at the northeast corner of Pierce and Sixth streets, its architecture featured Moorish Revival architecture.
- The fifth palace opened 1 October 1891. Located at Pierce and Jackson Streets, it was one block long, and its main dome was 200 feet high. Architecturally, it resembled the United States Capitol, with a striking Richardsonian Romanesque arched entrance.

Coal Palace, Ottumwa

- Iowa's only coal exposition palace opened in Ottumwa on 16 September 1890. Located on Main Street, it was 230 feet long and 200 feet high. Its architecture featured Romanesque elements. Its total cost was $30,000. Exhibits honored the coal-producing counties in Iowa. Noted visitors included President Benjamin Harrison, Governor Horace Boies of Iowa, William McKinley, Carrie Chapman Catt, the Gilmore Band of the West from Pella, and Barnum's Circus. The operas "Powhatan" and "The Mikado" were performed. The coal palace reopened in 1891, but was torn down after that year's festival ended.

Blue Grass Palaces, Creston

- Iowa's only exposition palaces built of blue grass were built at the county fairgrounds in Creston. The first one opened in 1889. The second one opened on 21 August 1890. It was a city block long, with a central tower 120 feet high. Among the exhibits were a life- sized Newfoundland dog and a horse, both made of blue grass; a sheep made of oats and wheat; a life-sized horse made of red clover heads; and a display of 76 kinds of wood native to Fremont County. The Blue Grass Palace reopened in 1891 and 1892, after which it was abandoned.

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FLAX PALACES, FOREST CITY

■ Iowa's only exposition palaces made of flax were built at the county fairgrounds in Forest City. The first opened in 1890. It was rebuilt in 1891, and recovered in 1892 and 1893. The 1890 building was 158 feet long, with 3 towers. Forty machines wired strands of flax into small bundles and then wove them into yard-long panels that were trimmed so that only the flax heads showed. Local boys received 3¢ per yard for the work. Admission was 35¢ per person, and 11,000 people visited on one day.

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IOWA'S FRESHWATER PEARL BUTTONS

The first freshwater pearl button industry in the United States began in Muscatine, Iowa, when John Boepple began making buttons in his home. Boepple, a German immigrant, traveled to the Midwest searching for a freshwater shell to rival the mother-of-pearl found in ocean shells.

The mussels abundant in the Mississippi River near Muscatine provided this source. Iowa's button industry quickly boomed. By 1905 the state was second nationally in button production, and by 1910 Iowa had 70 pearl button factories.

Workers gathered mussel shells from the rivers with long rakes. Then they steamed, soaked, and cleaned the shells, discarding the meat. Next, they cut blanks from the shells, and then carved, polished, and drilled holes to finish the button. Finally, they either boxed the buttons or sewed them to cards for sale.

Working conditions in Iowa's button factories were no better than those of other industries in the first decades of this century. Soaking vats, where clam meat decayed from the shells, contained putrid, poisonous water. Workers complained of throat and lung diseases caused by the heavy dust spewed from cutting and polishing machines. Muscatine workers protested these conditions, and other issues such as hours and wages, in a 15-month strike during 1911-1912. This strike ended with few changes in labor conditions. Not until 1933 did a new button workers' union succeed in improving the working conditions.

Iowa's pearl button production peaked around 1916. By the 1930s it had seriously declined owing to several factors: depletion of mussel beds by over-fishing, competition from foreign manufacturers and plastic buttons, and, perhaps most important, changes in fashion that required fewer buttons.

Timeline

1891 - John Boepple's first button production
1884 - steam-powered machines
1907 - Congressional study of decline in mussel population
1910 - 3,172 button workers report 60-72 hour work weeks
1910 - 25 button factories in Muscatine
1916 - peak of Iowa's button industry
1923 - tariff enacted against competition from Japanese freshwater pearl buttons
1930s - button industry in decline

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IOWA'S NEW DEAL MURALS

From 1933 to 1943, public art flourished in Iowa. During that period several New Deal programs financed public art in the state. The programs varied slightly but all were intended to both support unemployed artists and provide art for the general public by commissioning murals for public buildings.

Many of Iowa's New Deal murals were painted in a style known as *regionalist*. Regionalism, an art movement of the 1920s and 1930s, emphasized realistic portrayals of local people and settings. Regionalism represented both a revolt by many artists from the dominant influence of Europe and the eastern United States, and a practical solution to the depression-era reality that trips abroad for inspiration were no longer affordable. Iowan Grant Wood, through his Stone City art colony, encouraged his students to adopt this style; he influenced many of the artists who were later to paint Iowa murals. Wood served as the state director of the Public Works Art Project (PWAP), the first of the New Deal programs to be funded.

Another Iowan, Edward Rowan of Cedar Rapids, was assistant director of a later program, the Treasury Department's Section of Painting and Sculpture, which financed most of the murals in the state. Iowa's unusually high number of murals may have been the result of Rowan's prominent position.

NEW DEAL MURALS IN IOWA
(Those in parentheses are destroyed)

Algona Post Office - Daily Bread by Francis Robert White (now in American Legion Building)
Ames Post Office - Evolution of Corn by Lowell Houser
Ames ISU Library - When Tillage Begins, Other Arts Follows by Grant Wood, et al.
Audubon Post Office - Audubon's Trip Down the Ohio and Mississippi - 1820 by Virginia Snedeker
Bloomfield Post Office - Autumn in Iowa by John Sharp
(Cedar Rapids Federal Court - Law and Culture by Francis Robert White, Harry Jones, Don Glasell, Everett Jeffrey)
Cedar Rapids Harrison School - Transportation by William Henning
Clarion Post Office - by Paul Faulkner
Columbus Junction Post Office - Lovers Leap by Sante Graziani
Corning Post Office - Band Concert by Marion Gilmore
Corydon Post Office - Volunteer Fire Department by Marion Gilmore
Cresco Post Office - Iowa Farming by Richard Haines
(Iowa State Fairgrounds [Des Moines] - by Dan Rhodes and Howard Johnson)
Des Moines Callanan Jr. High - by Glen Chamberlain and George Grooms
Des Moines Public Library - A Social History of Des Moines by Harry Jones, et al.
DeWitt Post Office - Shucking Corn by John V. Bloom, Jr.
Dubuque Post Office - Early Settlers of Dubuque by Bertrand Adams and Early Mississippi Steamboat by William E. L. Bunn
Emmetsburg Post Office - Wildlife Conservation by Lee Allen
Forest City Post Office - Evening on the Farm by Orr C. Fisher
(Hamburg Post Office - Festival at Hamburg by William E. L. Bunn)
Harlan Post Office - The Farmer Feeding Industry by Richard Gates
Hawarden Post Office - Hunters by John Sharp
Ida Grove Post Office - Preparation for the First County Fair, Ida 1872 by Andrene Kauffman
Independence Post Office - Postman in Storm by Robert Tabor
Jefferson Post Office - The New Calf by Tom Savage
Knoxville Post Office - Pioneer Group at the Red Rock Line - 1845 by Marvin Beerbohm

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Leon Post Office - Rural Free Delivery by Criss Glasell
Manchester Post Office - Iowa Farm Life by William Henning
Marion Post Office - Communication by Mail by Dan Rhodes (now in Marion City Hall)
Missouri Valley Post Office - Iowa Fair by Francis Robert White
Monticello Post Office - Iowa Landscape by William Palmer
Mount Ayr Post Office - Corn Parade by Orr C. Fisher
Mount Pleasant Post Office - Mt. Pleasant in the Forties -Town...-College, and... -Farm by Dorothea Tomlinson
New Hampton Post Office - Breaking the Colt by Tom Savage
Onawa Post Office - Erosion and its Control by Lee Allen
Osceola Post Office - The Arrival of the First Train by Byron Ben Boyd
Pella Post Office - Hollanders Settle in Pella by Byron Ben Boyd
Rockwell City Post Office - Summer by John Sharp
Sigourney Post Office - Indian Harvest by Richard Olsen
Sioux City East High School - Indian Council, The First Cabin and Arrival of the First Teacher by Herman O. Myre (now in Sioux City East Jr. High School)
Sioux City Central High School - Arrival of the First White Settler, Council Oak and River Traffic and the Fur Trade by Rollin E. Beard (now in Castle on the Hill)
Storm Lake Post Office - Storm Lake by Dan Rhodes (now in Storm Lake Public Library)
Tipton Post Office - Cattle by John V. Bloom, Jr.
Waterloo Post Office - Holiday and Exposition by Edgar Britton (now in Waterloo Public Library)
Waverly Post Office - A Letter from Home in 1856 by Mildred Pelzer

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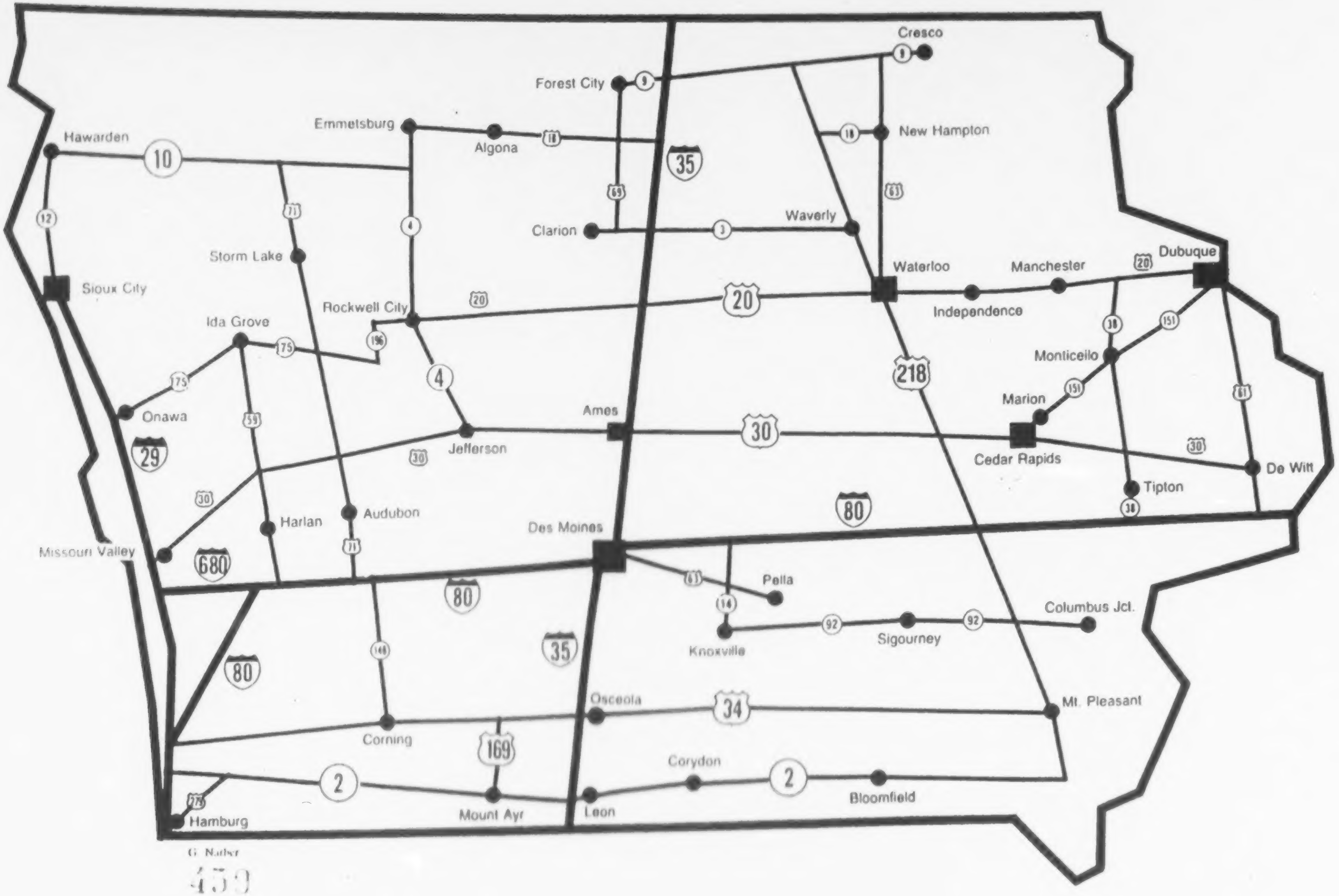
LOCATIONS OF MURALS IN IOWA



G. Nuber

IOWA'S "POULTRY QUEEN"

Traditionally, Iowa's family farm has operated as a partnership involving all members of the family, with women playing a significant part. In addition to handling the arduous domestic chores, producing the family's clothing, and helping in the fields, women on early Iowa farms often worked to bring in extra money. One of the most common ways women earned cash was by raising chickens and selling eggs. "Egg money" was often vital to a family farm operation, especially if the year's crops were disappointing.

One of Iowa's most successful poultry raisers was Rebecca Johnson of Maxwell. She began raising chickens, ducks, and turkeys in the 1880s. She studied how incubators operated and experimented with ways to improve them. Eventually, she developed an incubator alarm that went off if the temperature inside the incubator got too hot or too cold. She was one of the first Iowa women to receive a patent for an invention.

Farmers frequently asked her for advice about how to raise chicks. In response, she wrote a book called *How to Hatch, Brood, Feed and Prevent Chicks from Dying in the Shell* in 1905. Among the bits of advice she offers in her book: "The eager, active, hungry hen is the profit maker. Lazy chickens, like lazy people, are worthless."

In 1908, *Wallace's Farmer* magazine wrote a series of articles about Johnson, giving her the nickname "poultry queen" because of her expertise in the subject.

A generation later, small family businesses like Rebecca Johnson's had almost disappeared with the coming of the large-scale poultry industry.

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"Iowa Historical Moment" Fact Sheet

A Project of KDSM-TV (Des Moines), KCRG-TV (Cedar Rapids), the State Historical Society of Iowa, & the Iowa Department of Economic Development

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THE LINCOLN HIGHWAY

- The Lincoln Highway was the first transcontinental highway for cars in the United States. Stretching from New York to San Francisco, it passed through Iowa and eleven other states.
- The Lincoln Highway was named for President Abraham Lincoln.
- The idea for the highway is credited to Indianapolis 500 founder Carl Fisher, who in 1912 called it the Coast-to-Coast Rock Highway.
- In Iowa, the Lincoln Highway was little more than a dirt road between towns. After a rain, it became an impenetrable river of mud.
- Many early cross-country travelers fell in love with Iowa's landscape. Wrote one traveler: "Nowhere in the world have I felt more perfect harmony between earth and man than among the farms of Iowa, no more comfortable space and spiritual freedom between man and man."
- In 1919, Eisenhower and the first Army Transcontinental Motor Convoy dramatized the need for a mobile military. They stopped in Mamie Doud Eisenhowers' hometown of Boone, which was on the Lincoln Highway.
- Other Iowa communities along the highway included: Council Bluffs, Missouri Valley, Carroll, Denison, Jefferson, Marshalltown, Ames, Nevada, Belle Plaine, Mount Vernon, and Clinton.
- Travel along the Lincoln Highway grew quickly thanks to the affordable Model T, and the rising popularity of camping and vacationing by car.
- By 1925 a national highway numbering system was established that's still in use today. Officially, the Lincoln Highway no longer existed when it became part of U.S. 30. But many still affectionately referred to the route as the Lincoln Highway. In fact, the Lincoln Highway Commission (a national group that helped Iowa lobby for paved roads) had 3,000 concrete markers placed along the route. The marker was a red, white, and blue emblem with a large "L" in the center. People were fond of the Lincoln Highway because to them it was a symbol of America's robust spirit of freedom and patriotism.
- Today, the alert motorist can still see remains of the old highway — concrete highway markers, faded advertisements, early tourist camps with tiny cabins, an out-of-the-way garage or diner. With the help of old road maps, atlases, and guidebooks, finding and following Iowa's Lincoln Highway can be a fascinating adventure.

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MATTHEW EDEL BLACKSMITH SHOP

HAVERHILL, IOWA

Named for its German immigrant owner, the Matthew Edel Blacksmith Shop opened in Haverhill (near Marshalltown) in 1883. Edel operated the shop until his death in 1940, after which the Edel family kept the shop in the order and condition that its founder maintained.

Edel himself produced most of the tools to carry out a blacksmith's duties, which included forging, repairing farm implements, and shoeing the horses of local farmers — activities that took place in the front half of the shop. In the rear half Edel did woodworking, wagon work, and manufactured tools that he himself invented. Among his inventions on display are a "dehorning clipper" he patented, a wedge cutter, a nut pliers, garden hoes, and various styles of iron cemetery crosses. He advertised these products and sold them through the mail.

The layout of the shop remains virtually as Edel designed it; the tools are where he left them. It's as though the blacksmith just stepped out for a moment. When Edel purchased the property it consisted only of a small two-story wood-frame house with a summer kitchen. He converted the house into a blacksmith shop, making several additions and alterations over the years. The shop took on its present form in 1915 when he added a car garage onto the west end of the building.

The Matthew Edel Blacksmith Shop and residence thus preserve both the life of an Iowa artisan and the record of a rural trade important in 19th and early 20th-century Iowa.

OTHER FACTS:

- Matthew Edel was born in Germany in 1856. He moved to this country in 1873. In the late 1870s he moved to Iowa; he lived briefly near Iowa City before settling in Haverhill.
- In 1983 the Edel Blacksmith Shop was entered on the National Register of Historic Places.
- In 1986 the Edel family donated the shop to the State of Iowa.
- The SHSI administers the shop, while the Historical Society of Marshall County manages it.

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MESQUAKIE SETTLEMENT

The Mesquakie are one of the most important American Indian groups in Iowa history. They are also one of the few Indian tribes in the country to have purchased land after being removed from it. Known more commonly as the Fox, or the Sac and Fox, they call themselves Meskwahki, translated as "Red Earths" or "Red Earth People."

In 1845, after United States government treaties forced the Mesquakie to leave Iowa, the tribe was removed to Kansas. In 1856, a band of five Mesquakie, led by Maminiwanige, returned to Iowa to search for a place to live. Homeland was important to the Mesquakie, as it is to most Native Americans, because their spiritual and religious beliefs were intertwined with the land itself. To be removed from their homeland was to lose touch with their deities and sacred places.

The Mesquakie managed to raise enough money from the sale of ponies to buy 80 acres of timberland on the Iowa River in Tama County. Governor James Grimes championed the Mesquakie's return to Iowa, and pledged that they could live here in peace. Thus, the Mesquakie, unlike American Indians who lived on federally owned reservations, owned the land they lived on.

Today, with additional purchases of land, the Iowa Mesquakie homeland has grown to over 2,000 acres. They have contributed greatly to Iowa's cultural heritage and diversity. Each August since the early 1900s, the Mesquakie settlement at Tama has been the site of a powwow celebration that has entertained and edified generations of Iowans.

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MONTAUK HISTORIC SITE

GOVERNOR'S HOME, UNION SUNDAY SCHOOL, AND CLERMONT MUSEUM

CLERMONT, IOWA

Built in 1874, the home of Iowa's twelfth governor, William Larrabee, Montauk is set among a forest of 100,000 pine trees and overlooks the Turkey River Valley and the town of Clermont. Larrabee, a powerful and popular man, was one of the founders of the Republican party in Iowa and served as governor for two terms — from 1886 to 1890 — after 17 years as a state senator. He died in 1912.

A world traveller, Larrabee filled his elegant 14-room mansion with souvenirs from his many trips. Among the original furnishings to see at Montauk are Tiffany lamps, Wedgwood china, Italian statues, German clocks, Mexican onyx tables, paintings, and thousands of books.

Montauk was donated to the State of Iowa in 1976, 11 years after Larrabee's daughter, Anna, died at the age of 97. Anna had lived there all her life, maintaining the mansion much as it had been when her father was alive. Indeed, it is a "living home" — you can easily imagine what it was like for a single family to have lived there for more than 100 years, each generation leaving its own imprint upon William Larrabee's indelible design.

OTHER FACTS:

- The mansion was built of brick molded of native clay and kilned at Clermont.
- Montauk was named by Larrabee's wife, Anna, for the lighthouse at the eastern end of Long Island, New York, that guided her seafaring father home from whaling voyages.
- Crowning Montauk's roof is a "widow's walk" — like those used by the waiting wives of captains to watch for a ship.
- On the 46-acre grounds are statues of Civil War heroes. The barn, workshop, creamery, laundry, well house and ice house have also been restored.
- Two other state historic sites, administered by the State Historical Society of Iowa, are located in Clermont. These are:
  - **The Union Sunday School** — Built in 1858 it houses the largest Kimball pipe organ existing in the United States. The organ, a gift from Larrabee, was built in 1896 and was completely restored in 1980. Annual organ concerts are held in the church.
  - **Clermont Museum** — Originally a school that Larrabee built in 1912, it featured an innovative second-floor museum. In 1970 Larrabee's granddaughter, Julia Allen, moved the museum to its current location in the former Clermont State Bank building. Collections on display include china, crystal, coins, fossils, and seashells, plus Native American artifacts.
- Montauk and the Union Sunday School are both on the National Register of Historic Places.

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For more information about this and other historic sites, please write or call Sites Coordinator, State Historical Society of Iowa, 600 East Locust, Des Moines, Iowa 50319, 515-281-7650.

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THE STEAMBOAT BERTRAND

- The Bertrand was built in Wheeling, West Virginia, in 1864 at a cost of approximately $65,000.
- The steamboat, which measured 161 feet from prow to stern, was 40 feet wide and weighed 215 tons.
- The Bertrand was an upper Ohio class sternwheeler of the mountain packet type, designed for navigating the shallow waters of the upper Missouri River.
- The Bertrand sank on its maiden voyage from St. Louis to Fort Benton in the Montana territory.
- Part of the steamboat's structure and some of its cargo were recovered soon after the sinking.
- The 4 1/2 foot-deep hold of the Bertrand hull was crammed when it left St. Louis. The cargo included: 450 steel flasks of mercury (weighing 176 pounds each) about $4,000 in gold and silver coins, and possibly 5,000 gallons of whiskey and other consumer goods destined for Montana merchants.
- The value of the lost mercury alone at today's prices would be about $250,000.
- The hull of the Bertrand was covered with 30 feet of sand.
- Among the items found in the cargo were glassware, lanterns, matches, gunpowder, picks, shovels, axes, plows, stoneware crockery, Howitzer shells, miners' hats and boots, men's clothing, baby shoes, toys, canned peaches, cherries, peanuts, and almonds.
- It took more than four years to clean, study, and catalog the more than 2 million artifacts that were recovered. The stored artifacts take up almost 100,000 cubic feet in the DeSoto Bend Visitor Center, located near the Missouri River in Harrison County.
- Parts of the steamboat are on display in the Cargo Gallery of the Visitors Center. Before the Bertrand was discovered, little technical data and only a few artifacts existed from America's 19th-century river transportation era.
- The Bertrand was placed on the National Register of Historic Places on March 14, 1969.

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"IOWA HISTORICAL MOMENT" FACT SHEET

A PROJECT OF KDSM-TV (DES MOINES), KCRG-TV (CEDAR RAPIDS), THE STATE HISTORICAL SOCIETY OF IOWA, & THE IOWA DEPARTMENT OF ECONOMIC DEVELOPMENT

TERRACE HILL

DES MOINES, IOWA

History

Terrace Hill began as the dream house of Des Moines banker and investor Benjamin Franklin Allen. Allen came to Fort Des Moines in 1848, and by 1866 he was wealthy enough to build a mansion for his family on the west side of the Des Moines River. He hired the well-known Chicago architect, William W. Boyington, to design the house, and a landscape gardener from Buckingham Palace to design the lawn. The cost of building and furnishing Terrace Hill was at least $250,000. Today, that cost would be several million dollars.

In 1868 Terrace Hill was completed and the Allen family moved in. Early the next year the Allens held a housewarming party, described then as "the most elaborate bash in the State's history." The party cost over $10,000 and was attended by many of Iowa's and America's wealthiest and most influential people. A reporter noted that the guests "dined on oysters, boned turkey in jelly, two twenty-five pound fruitcakes and ice cream sculpted into likenesses of George Washington."

The Allen family did not stay long at Terrace Hill. In 1875 Allen's business ventures failed and he went bankrupt. In 1884, Frederick M. Hubbell bought Terrace Hill for only $55,000. Hubbell became one of Iowa's richest men, making his fortune in life insurance, railroads, and land investments.

The Hubbell family lived in the house for 73 years. During that time such modern conveniences as electricity and a swimming pool were added to the mansion. But by 1957 the huge mansion was considered impractical for private use and the last Hubbell moved out.

Terrace Hill stood empty for over 14 years. In 1971 the Hubbell family donated the mansion to the State of Iowa to be kept as a monument to the people and times that created it.
Throughout the 1970s admirers of Terrace Hill, including the Terrace Hill Society, worked hard to raise money for its renovation. In 1976 the third floor was converted into a private residence for the governor's family. Meanwhile, renovation of the rest of the mansion continued. Great care was taken to give the home a late-19th-century appearance. In 1978 the restoration of the first floor was completed and the home was opened to the public for tours.

Architecture of Terrace Hill

Terrace Hill is recognized as one of the country's best examples of the Americanized Italian, or Second Empire, style. The mansard roof, the tower on the north front, the elaborately carved mouldings on the windows, and the bracketed balconies and canopies are among the typical elements of this style that adorn Terrace Hill.

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THE WOMEN'S ARMY CORPS AT FORT DES MOINES

One of the most unique and significant contributions to the war effort in World War II in Iowa was the establishment of the WAC training center at Fort Des Moines. This was the first time that the U.S. armed services allowed women to join.

- During World War II, thousands of women enjoyed new opportunities to obtain jobs not available before. Like private industry, the military was shorthanded and decided to allow women to join the service to fill a number of noncombat roles, thereby freeing more men for combat and other jobs then considered unsuitable for women.
- In 1942, 6 months after Pearl Harbor, the Women's Auxiliary Corps — which became the Women's Auxiliary Army Corps (WACs) in 1943 — was established by Congress. Fort Des Moines was chosen as the first site for training. Military planners felt that the old cavalry post could quickly handle expansion to hold 5,000 people. Besides, converting the stables into barracks for the WACs would be easy!
- Des Moines was also picked because planners felt it would present no significant race problems in a segregated military. Black women did join the WACs; for a while, they had separate barracks and service clubs.
- The army also took over the Hotel Savery in downtown Des Moines to handle the overflow of personnel coming into Des Moines. WACs liked to relax at Babe's restaurant.
- The army built 173 buildings to house about 6,000 women and staff. The officers were trained at first by men, and later by women.
- Women trained for a variety of jobs. Of the 600 military occupations at the time, women were deemed qualified to learn some 400 jobs. The most common jobs were: cooks; radio operators; supply positions; military police; driving and maintaining vehicles; and clerical, personnel, and administrative positions.
- When the first women recruits arrived in Des Moines in the summer of 1942, the national press was on hand to record the historic event. The army was determined to show that WAC training was serious business. The press and public, however, were curious about such frivolous matters as the color of WACs' underwear (it was olive drab).
- Warner Brothers shot a film at Fort Des Moines called "Women At War."
- Fort Des Moines acquired several nicknames, including WAC Island, West Point for Women, and Petticoat Corps.
- 65,000 women trained there. Other WAC training bases later opened in Florida and Georgia.
- The WACs published a newsletter, *WAC NEWS*, to boost morale and aid recruiting. They also had two bands. One was designed to help in recruiting, and toured nationally with such big bands as Tommy Dorsey's. Another band was used for formal ceremonies, such as playing before visiting dignitaries.
- Only a handful of the buildings used during the WAC days still stand today.
- The WAC experiment (WAVES were navy personnel who trained elsewhere) was a success. Many WACs were shipped overseas; some staffed General Eisenhower's headquarters during the North Africa campaign. Other WACs were transferred to numerous outposts and forts in the U.S. Observers concluded that WACs served effectively and made a significant contribution to the American war effort. The WAC does not exist today because women are fully integrated, in noncombatant roles, into the military.

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"IOWA HISTORICAL MOMENTS"

FACT SHEETS

VOLUME 2

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ANNIE TURNER WITTENMYER

The Civil War work of Annie Wittenmyer showed women that their contributions on the homefront were essential to the welfare of soldiers and their families. Keokuk, Iowa, where Wittenmyer lived, was a departure point for many Iowa troops heading down the river to fight. Realizing that soldiers would need food, clothing, and bandages, Wittenmyer quickly became involved in the Keokuk Soldiers' Aid Society. As executive secretary, she toured western camps and military hospitals to find out what soldiers needed. She mobilized soldiers' aid societies across Iowa to provide supplies, and forwarded massive shipments to the soldiers.

In hospitals on the front, she saw firsthand the horrors of war and was dismayed by the appalling conditions. "It was an inside view of a hospital that made me hate war as I had never known how to hate it before," Wittenmyer wrote. She worked to have women nurses assigned to each Iowa regiment. She herself cared for soldiers under fire. In October 1862 Iowa governor Samuel J. Kirkwood appointed Wittenmyer the first State Sanitary Agent. In this role she continued to distribute supplies, as well as arrange furloughs and discharges for wounded or disabled soldiers and correspond with their families.

Dying soldiers asked her to care for their children, and so she pushed to establish orphanages. Funds poured in from across Iowa. In 1864 the first orphanage opened in Farmington, near Keokuk. By late 1865, the abandoned barracks of Camp Kinsman in Davenport had been turned into the Iowa Soldiers' Orphans' Home (in 1949 the Iowa legislature renamed it the Iowa Annie Wittenmyer Home).

Finding her own brother ill with typhoid fever and dysentery in a military hospital, Wittenmyer was shocked to see him offered strong coffee, fried fat bacon, and bread — common enough fare for troops, but inappropriate for wounded or ailing soldiers. She established dietary kitchens in military hospitals to provide healthier food.

Her work to help troops and families during the Civil War showed women that their work was essential to the nation. Her leadership in other reform issues — temperance, nurses' pensions, relief work — established a public role model for women.

OTHER FACTS:

- Annie Turner was born August 26, 1827, in Sandy Springs, Adams County, Ohio. She married William Wittenmyer in 1847. In 1850 they moved to Keokuk, Iowa. Four of their five children died in infancy. Only Charles Albert survived. William Wittenmyer died shortly before the Civil War.
- In Keokuk in the 1850s, Annie Wittenmyer started a school for poor children. She organized local women to wash and clothe the children and found a benefactor to provide books. She also established a Sunday School, which evolved into Chatham Square Episcopal Methodist Church of Keokuk.
- Wittenmyer was the first president of the National Woman's Christian Temperance Union from 1874 to 1879, a period of substantial growth in the WCTU movement.
- In the 1880s she wrote widely for national publications. In 1889 she served as national president of the Woman's Relief Corps, the woman's auxiliary of the Grand Army to the Republic (GAR), and helped establish and direct homes for former nurses and veterans' widows and mothers. In 1892 she won a long fight for government pensions for former army nurses.
- Wittenmyer died February 2, 1900, at the age of 72. She is buried in Sanatoga, Pennsylvania.

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A PROJECT OF KDSM-TV (DES MOINES), KCRG-TV (CEDAR RAPIDS), THE STATE HISTORICAL SOCIETY OF IOWA, & THE IOWA DEPARTMENT OF ECONOMIC DEVELOPMENT

BRUCEMORE
(THE SINCLAIR/DOUGLAS/HALL MANSION)
CEDAR RAPIDS, IOWA

Three important Cedar Rapids families have made their home in this mansion since its construction in 1885. At that time, Cedar Rapids had a population of less than 15,000, and the 11-acre estate was well outside the city limits. The legacy of these prominent families gives us insight into the important part industry played in the growth of the community.

The first inhabitants were the T.M. (Thomas McElderry) Sinclair family, who came to Cedar Rapids in the early 1870s. Mr. Sinclair founded the Sinclair Meat Packing Plant, one of the city's early, successful industries. After his death, Caroline Sinclair commissioned the architectural firm of Josselyn and Taylor to design what the local newspaper called, "the finest residence this side of Chicago."

The materials of the house are smooth red brick, dressed stone foundation and trim — combined with a steep and multi-gabled slate roof and decorative shingles on the upper walls. The interior featured an asymmetrical plan with fireplaces in almost every room, stained glass, bedrooms on the second floor, and many porches and balconies reached through windows with sills at floor level. The mansion was heated by steam and lighted by gas. Surrounding the house were a barn for animals and carriages, an orchard, and a large vegetable garden. Caroline Sinclair and her six children lived here until 1906, when she traded "the House on the Boulevard" to George and Irene Douglas for their home at 800 Second Avenue.

The Douglas family also gained wealth from industry — in their case it was cereal processing and starch manufacturing. They called the home "Brucemore," combining George's middle name with a word that referred to the Scottish Highlands. Within a year of their ownership, they added to the acreage and began extensive changes to the property, inside and out. The new terrace and porches allowed sweeping views of the expanded grounds. Inside, the Douglases first added butternut paneling and wood-beamed ceilings. Brucemore changed to reflect the family's personal interests. Among their later additions were a greenhouse, an organ, a carriage house, a squash court, a duck pond, a swimming pool, and a mural commissioned for the Great Hall. George died in 1923; Irene in 1937, after which their eldest daughter, Margaret Douglas Hall, inherited Brucemore.

When Margaret Douglas married Howard Hall in 1924, he had already served as president of Iowa Steel and Iron Works, and established Iowa Manufacturing Company. After they moved into the mansion in 1937, they sold 19 acres, keeping the 26 acres that remain today. The Halls were frequent hosts to locally and nationally prominent guests, including Herbert Hoover and Harry Truman (on the dedication of the Hoover Presidential Library).

Margaret Hall died in 1981. She had bequeathed Brucemore to the National Trust for Historic Preservation, for use as a public historic site and a community cultural center. Brucemore is the only National Trust property in Iowa, and one of less than two dozen historically and architecturally significant properties owned in America by the National Trust. The magnificent Brucemore is a national treasure open for tours, fairs, garden walks, Christmas celebrations, and fine arts performances. Call ahead for details on hours and special events: 319-362-7375.

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OTHER FACTS

- The Sinclair house was built on "the Boulevard" — the road between Cedar Rapids and Marion. Designed in the popular Queen Anne style, the mansion cost $55,000 to build, 10 to 20 times the cost of a Queen Anne-style house built for a middle-class family of the same era.
- The Hall's pet lion, "Leo," which once roamed the grounds, now serves as the symbol of the estate.
- Caroline Sinclair, George and Irene Douglas, and Howard and Margaret Hall all were prominent members of their generations in Cedar Rapids, which benefited from their donations and philanthropic endeavors. Among the institutions they contributed to were Coe College, the YMCA, Saint Luke's Hospital, the White Cross, the Art Association, and Camp Good Health.

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CATALOG HOUSES

HOUSES BY MAIL FROM 1900 THROUGH THE 1930S

Of the 12 or so firms that provided houses by mail order in the first three decades of the 20th century, the Gordon-Van Tine Company of Davenport was one of the most important, especially here in Iowa. The firm had factories in St. Louis, Washington, and Mississippi, as well as Davenport. Another Iowa-based firm, the Curtis Companies, was located in Clinton. Beginning in the late 1800s, the Curtis Companies provided "Better Built Homes," along with their millwork catalogs. But it was Sears, Roebuck & Company that was the largest seller of mail-order houses.

Sears offered three categories of houses. "Honor Built" had the finest quality of construction. All the framing lumber was cut to the correct length and numbered at the factory, then shipped to the site. Included with the shipment were detailed drawings and instructions that gave advice on plastering and the installation of heating, plumbing, and electrical systems. The other houses were the "Standard Built" (the lumber was not pre-cut at the factory) and the "Simplex Sectional Cottage" (which had a lighter frame and was designed for use as a summer house.)

One example of a Sears mail-order house was the "Concord." A one and one-half story house, it was offered for sale from 1911 to 1922, and varied in price from $815 to $2,546. One of these houses is located near Bussey, Iowa, and is listed on the National Register of Historic Places.

TIME LINE

1895-1910	Catalog houses become available from Hodgson Company, Aladdin Homes, and Montgomery Ward.
1908	Sears, Roebuck & Co. issue the "Book of Modern Homes and Building Plans" featuring 22 styles in 44 pages, with prices from $650 to $2,500.
1924	Sears has sold more than 30,000 houses by mail.
1929	Sears introduces an interior design coordinator.
1930	Sears has sold 49,000 catalog houses.
1940	Sears dissolves the Modern Home Department — but more than 100,000 people call their Sears catalog house "home."

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"Iowa Historical Moment" Fact Sheet

A Project of KDSM-TV (Des Moines), KCRG-TV (Cedar Rapids), the State Historical Society of Iowa, & the Iowa Department of Economic Development

THE CHERRY SISTERS

One of the least talented, but most popular vaudeville acts in history was the Cherry Sisters from Marion, Iowa. Born in the mid-19th century, they were left to manage their farm after their father's death in the 1880s. So, having always enjoyed performing, Ella, Elizabeth, Addie, Effie, and Jessie decided to attempt a career in vaudeville.

Their first show, in 1893, was performed by Ella, Jessie, and Effie. It was a big success with the crowd, which consisted mostly of friends and neighbors from Marion. Their next performance, however, didn't fare so well. A *Cedar Rapids Gazette* review of their performance at Greene's Opera House was so negative that the sisters demanded a retraction. Addie even charged editor Fred B. Davis with libel.

At the suggestion of legal authorities, the *Gazette* and the sisters decided to use their next performance as a trial. The show was a great success for the sisters and the editor was found guilty. As punishment, Davis was sentenced to take care of the sisters' livestock while they were on tour and to marry the first sister who would accept his proposal of marriage. None of the sisters were apparently interested in marrying Davis, but the sisters as well as the *Gazette* received much publicity across Iowa because of the affair.

The next appearance of the Cherry Sisters was a momentous one. It took place in Davenport and featured two of the sisters. Instead of showering the Cherry Sisters with cheers and applause for the show, the audience hurled rocks, fruits, and vegetables at them. A tradition was born.

A performance in Dubuque one week later got out of hand. Someone in the audience sprayed a fire extinguisher into one sister's face, and a young boy who went on stage to try to calm the crowd was hit by an old wash boiler. As the sisters left the scene, their carriage was bombarded with eggs and rocks. A marshall and nine police officers hired to maintain order did nothing. The sisters' sued once again, but this time were unsuccessful. An investigation found the police innocent of negligence.

Undaunted, the Cherry Sisters continued to perform throughout Iowa, and also in Kansas and Illinois. In 1896, Oscar Hammerstein signed the Cherry Sisters to a contract and booked them in the Olympia Theater in New York City. They received terrible reviews, but audiences packed the theater for six weeks to throw rotten vegetables at the sisters. Their performances helped bring Hammerstein out of debt.

In 1898, the sisters made legal history when they charged the *Des Moines Leader* with libel for a review that it reprinted. The Iowa Supreme Court ruled that an editor can print any review that is not written in malice. After the sisters' retirement, they opened a bakery in Cedar Rapids, specializing in cherry pies. Effie ran for mayor of Cedar Rapids in 1924 and again in 1926, receiving about eight percent of the vote in her first bid and five percent in the second campaign.

In 1935, Effie and Addie attempted one of their many comebacks, performing in New York City in front of a audience that included two other female comedians (who, unlike the sisters, possessed talent) — Gracie Allen and Tallulah Bankhead.

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DOW HOUSE

Located in Dow City, Crawford County, the Dow House survives as an example of how a well-to-do family lived in Iowa in the late-19th century. More ornate than the ordinary farm house, it was completed in 1874. Simeon E. Dow, an early entrepreneur in the county, situated his house on a hill to command an impressive view of the Boyer River valley.

The house was designed by a local builder, Lew Sewell, who also oversaw the construction. The house, built in a modified Italianate architectural style, cost nearly $11,000 to build — more than five times what most area homes cost in that era. The Dow House is unusual in that the floor plans on all three levels are identical, and all the walls are three bricks wide with no main wood partitions. The brick for these 12-inch thick walls was fired just south of the homestead.

The Dow House became a haven for many travelers for food and a fresh horse. It was also the scene of many social and business activities. But in the early 1890s, Dows suffered serious financial losses, from which the family never fully recovered. In 1902, the family sold their home to George Crandall and moved into town. Crandall's heirs owned the home until 1923. After passing through various hands, the house was leased to the Crawford County Historical Society in 1970. Two years later it was added to the list of properties on the National Register of Historic Places.

OTHER FACTS

- At the center of the arch over both the first- and second-floor front doors, were ornamental keystones with carved roses. The keystone on the second floor is still in place. The one over the first floor door was moved because it interfered with the design of the front porch, which was added later. The removed keystone was placed in a basement room, which gave rise to the local folklore that it's an "Indian gravestone."

- Simeon Dow moved to Crawford County in 1855 and bought a farm in Union Township that consisted of 2,600 acres. He was also postmaster, county probate judge, county treasurer, and operated a hardware store, a lumber yard, a grain elevator, and a cheese factory.

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ESKIMO PIE

A FAMOUS IOWA-MADE PRODUCT

Marco Polo introduced ice cream to Europe in the 1300s. The sweet treat was first sold commercially in 1851. And in 1920 the Eskimo Pie was born in Iowa. It was the first innovation in ice cream since the ice cream cone was invented in 1903.

Onawa, Iowa, ice cream vendor Christian Nelson created the Eskimo Pie. A child who wanted both an ice cream sandwich and a chocolate bar inspired Nelson's idea of freezing a coating of chocolate around a slice of ice cream. After much trial and error, he found just the right mixture of chocolate and cocoa butter that would stick to the ice cream.

He called his creation an "I-Scream-Bar." He got it patented, and then teamed up with Omaha confectioner Russell Stover to produce what they began to call the Eskimo Pie.

They first tested their new product in Des Moines and Chicago. Soon, millions of people from California to New York fell in love with the Eskimo Pie. It became a national sensation — along with flappers and flivvers. And its influence spread even farther: so strong was the demand for the Eskimo Pie, that it helped lift cocoa- and chocolate-producing countries out of a depression. Not bad for a simple idea from a creative Iowan.

OTHER FACTS

- The Eskimo Pie was an overnight sensation. At the height of its popularity, more than 1 million sold daily.

- Christian Nelson also developed an insulated jug for selling Eskimo Pies at newsstands and by street vendors.

- In 1924, Nelson sold the Eskimo Pie Corporation (which became a subsidiary of the Reynolds Foil Company) but he remained a principal stockholder.

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FENELON PLACE ELEVATOR

The Fenelon Place elevator has been plagued by fires throughout its history — especially in the early years when a coal-powered steam boiler provided the motive power for the line.

Builder A.J. Graves, who initiated the railway as a personal convenience, assigned to his gardener the task of caring for the boiler. Unused to this task, one night in 1884 the gardener banked the fire too high and the boiler house, engine, upper station, and hemp cables all were destroyed before horse-drawn fire engines could struggle up the bluff. Graves soon rebuilt the line with the original track and cars.

In 1892 another fire destroyed much of the line. The culprit this time was the police officer who interrupted his evening beat to stoke the boiler. Graves had installed one of Dubuque's first telephones in the station and one evening the officer received a call and became so excited he left the draft wide open. Financial reverses prevented Graves from rebuilding the line on this occasion. Ten neighbors interested in preserving the convenience each invested $250 to rebuild the railway. The new owners replaced the steam engine with one of Thomas Edison's first electric streetcar motors and also installed steel cables.

Despite the conversion to electricity, fire menaced the elevator once more in 1923 when lightening struck the power line. The station caught fire but Dubuque's modern mechanized fire equipment arrived in time to save the building.

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HENRY FIELD & RADIO STATION KFNF
EARL MAY & RADIO STATION KMA

SHENANDOAH, IOWA

Shenandoah, Iowa, was home to two men born in the nineteenth century who were both pioneers in radio, and also founders of seed companies which still flourish today.

HENRY FIELD

Born in 1871 near Shenandoah, Henry Field heard his calling at a very young age. When he was five years old, he became fascinated with a seed catalog from the James Wick Seed Company; that same year he made his first sale of flower seed to a neighbor.

In 1899 he started his own seed company, working out of his house and barn. Three years later Field borrowed $500 to build a seedhouse for his growing business. By 1907 he had grossed $63,000 and was able to incorporate the company.

The first issue of his publication, *Seed Sense*, appeared in 1912. Intended for "the man behind the hoe," it was part almanac, part seed catalog.

By the 1920s Henry was past 50 and looking forward to retirement, when he discovered radio. In 1923, an Omaha station, WOW, asked Field and two dozen of his employees (who became known as the "Seedhouse Folk") to provide an evening of entertainment. It consisted of three hours of old-time music — hymns and folk music — played on banjos, fiddles, and guitars. The response was so overwhelming — Henry received some 5,000 fan letters — that he applied for an operating license, and with the help of friends he built a 500-watt station. KFNF — the "Friendly Farmer Station" — was born.

People all across Iowa and the Midwest tuned in. On his popular afternoon program he chatted informally about whatever was on his mind — what he'd had for lunch, his wife's recipes, his philosophies on farming, or advice on tending trees, flowers, and vegetables. Other programs featured gospel singing, barn dances, morning prayer services, and a variety of downhome musical performances. In 1925 Field placed second in a national poll by *Radio Digest* to determine "The World's Most Popular Announcer." In 1930 readers of that magazine voted his station the most popular in the Midwest.

Henry was one of the first broadcasters to use radio for advertising. People so believed in him that they would buy anything he promoted. Despite this great success, the Field Company was hit hard by the Great Depression. Field was forced to sell to outside interests.

In 1938, when he was 67, he retired from managing the Henry Field Seed and Nursery Company, then the largest retail mail-order seed and nursery firm in the United States. Though officially retired, Henry remained president of the company and also continued his radio programs, even after 1948, when he sold his radio station. Henry Field died on October 17, 1949, at the age of 77.

EARL MAY

Earl May was born in 1888 in Hayes Center, Nebraska. His introduction to the seed business came in 1911 (while he was a student at the University of Michigan Law School), when he took a summer job in sales for the D. M. Ferry Seed Company.

In 1915 he married a college classmate, Shenandoah native Gertrude Welch, whose father owned a

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nursery where Earl worked after his marriage. Four years later, with the financial backing of his father-in-law, he started the May Seed and Nursery Company in a ramshackle building with two employees.

Noting the success of Henry Field's KFNF, May founded his own station, KMA, in 1925. To set his station apart, May came up with several innovative programs. These included an audience participation program, early morning programming for farmers (beginning at 5:30 a.m.), and regular news broadcasts based on wire services reports.

May also established a magazine touting his enterprises. The *KMA Guide* kept its listeners abreast of the station's activities, and included a feature called "A Chat With Earl May."

KMA managed to weather the hard times of the Depression, but World War II brought some changes. For example, the station took on a decidedly female sound as many of the male announcers enlisted or were drafted for service.

On December 19, 1946, Earl May died. He was 58. His son, Edward, has carried on and expanded the family business. Earl May Seed Company and radio station KMA remain a living legacy to their founder.

OTHER FACTS

- The advent of radio and the automobile helped to ease the isolation of rural America. Radio pioneers like Field and May used this to their advantage.

- In the 1920s both KMA and KFNF hosted week-long programs of special events and free food festivals called the Radio Jubilee. The event in 1928 attracted 100,000 visitors to Shenandoah and the KMA studios. The rationing of gasoline and tires during World War II ended the jubilees.

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GENERAL GRENVILLE DODGE

Grenville M. Dodge was born in Danvers, Massachusetts, in 1831. He attended several military schools in his teens, completing his education at Norwich Academy in Vermont. Like many who attended such academies, Dodge received training in engineering.

In the early 1850s when the Mississippi and Missouri Railroad crossed Iowa, Dodge took a position as a surveyor. He was so impressed with the Council Bluffs area upon his arrival in 1853, that he wrote other family members to join him. He engaged in several business ventures, including banking.

With the outbreak of Civil War, Governor Samuel J. Kirkwood commissioned Dodge to raise a unit of men from around Council Bluffs. He was appointed colonel of the 4th Iowa Volunteer Infantry Regiment and was sent to Missouri, where he saw service at Pea Ridge, and later, Corinth, Mississippi, and the Battle of Atlanta.

During the war, Dodge was noted for his skill in maintaining vital rail and supply lines for Union forces. He also established a network of spies to gather information from southern forces. During his military career he received several promotions, the esteem of his fellow generals, and wounds from a confederate sharpshooter in Atlanta.

After the war, Dodge embarked on one of the most important projects of his life: he was appointed chief construction engineer of the Union Pacific Railroad. In 1869 he witnessed the uniting of the continent when the "Golden Spike" was driven at Promontory Point, Utah, marking the union of the Central Pacific Railroad (originating in California) and the Union Pacific Railroad (originating in Omaha).

That same year Dodge returned to Council Bluffs and built a magnificent house overlooking the city and the eastern terminus of the railroad he helped build. He continued an active family life, laced with social, business, and political projects. Dodge counted many great Americans among his friends, including Abraham Lincoln, Ulysses S. Grant, and mountain man and scout, Jim Bridger.

Dodge died in 1916. In 1965, his home was declared a National Historic Landmark, and is open year-round for public tours.

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General Dodge wrote several books, including: *How We Built the Union Pacific and Other Railway Papers and Addresses; The Battle of Atlanta and Other Campaign Addresses; Personal Recollections of President Abraham Lincoln, General Ulysses S. Grant and General William T. Sherman;* and *Biographical Sketch of James Bridger, Mountaineer, Trapper and Guide.*

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GLENN MILLER

Glenn Miller and His Orchestra was the most popular band the world has ever heard. Miller was born in 1904 in Clarinda, but left the state in 1909 at the age of 5. After more than a decade playing trombone and arranging for various big bands, he formed his own band in 1937. He disbanded it in 1942, at the peak of its popularity, to accept a commission in the U.S. Army. His Army Air Force Band boosted the morale of U.S. troops wherever it played. On December 15, 1944, he boarded a plane in England to prepare for the band to entertain the troops in France. The plane never arrived. Miller was dead at the age of 40.

OTHER FACTS

- In 1940 Glenn Miller and His Orchestra recorded 45 top-selling songs, more than Elvis Presley or the Beatles ever turned out in a single year.

- A partial list of hits by Glenn Miller and His Orchestra: In the Mood, Chattanooga Choo Choo, One O'Clock Jump, I've Got a Gal in Kalamazoo, Juke Box Saturday Night, String of Pearls, Sunrise Serenade, American Patrol.

- His theme song: Moonlight Serenade.

- "Chattanooga Choo Choo" was the first million-seller to be awarded a gold record by the record industry.

- *The Glenn Miller Story*, starring Jimmy Stewart and June Allyson, premiered in 1953. Stewart and Allyson visited Clarinda for the movie's premiere there.

- A Glenn Miller festival is held every year in Clarinda, usually the last weekend in May. It includes performances by big bands, a scholarship competition, panel discussions with Miller Orchestra alumni and experts, and displays of Miller memorabilia.

- The Glenn Miller Birthplace Society has about 600 members, and publishes a regular newsletter, *Miller Notes*.

- The Glenn Miller Foundation (founded by Miller's daughter Donnie and her husband) has purchased Miller's birthplace on Clarinda's main street (renamed Glenn Miller Avenue) and has launched a capital campaign to (1) restore the birthplace to its condition at the time of Miller's birth; and (2) establish a Big Band Museum in Clarinda.

- The Glenn Miller Archives is housed at the University of Colorado, which Miller attended briefly. He flunked his only formal music course, first-year harmony.

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IOWA CAUCUSES

Iowa's caucuses are now famous as the first major event in the presidential election season. But it wasn't always so. The state held a presidential primary in 1916, but few candidates entered the race. Not until 1972 did Iowa's presidential caucuses enter the limelight.

That year, the Democratic Party had to move the Iowa caucuses to an earlier date, in January, to allow time for the county and district conventions to meet before the state convention. This put Iowa's caucuses ahead of the New Hampshire primary.

George McGovern's unexpected success in that caucus (which led him to the Democratic nomination), and Jimmy Carter's surprising victory here in 1976, helped make the Iowa precinct caucuses a media event. Carter proved that an unknown candidate could win by spending months organizing those voters most likely to attend the caucuses.

By 1980 the Iowa caucuses were an institution. Increasingly, some criticize them, saying the caucuses get too much media attention, and that Iowa is not representative of the rest of the country. Despite these challenges, Iowa's first-in-the-nation status as testing-grounds for presidential candidates has remained intact.

OTHER FACTS

- A caucus is a political party meeting where voters suggest policy issues and pick delegates to the county convention. It's the first step in selecting party candidates for president.

- In 1976, the Republican Party moved their caucus date to coincide with the Democrats' — to maximize their candidates' media exposure and to prevent voters from switching to the Democratic Party.

- The caucus system was the dominant system for nominating public officials until the primary system became popular in the early 1900s.

- The caucuses themselves do not guarantee secure backing of any candidate, because chosen delegates can change their preferences later.

- The State Historical Society of Iowa will open an exhibit on the Iowa caucuses on November 2, 1991.

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Iowa's Boundaries

Iowa's boundaries have been disputed on several occasions. The state's western boundary is defined as "the middle of the main channel of the Missouri River." Through time the channel of the river has moved. Carter Lake, Iowa, started on the east side of the river. One hundred years ago the river changed course and now the town lies on the west bank. It is completely surrounded by Nebraska land and has a Nebraska zip code and area code, but officially, the town of 3,500 has remained part of Iowa.

The southern boundary has also been controversial in the past. Two different lines were surveyed in the early 1800s; Missouri claimed the northernmost line was accurate and Iowa supported the line that gave the state nearly 2,500 additional acres. Before the issue was decided, people settled in the disputed strip of land. When a Missouri sheriff attempted to collect state taxes from residents who believed they lived in Iowa, militia from both states faced off at the border. The federal government intervened before shots were fired but for some time it looked as though Iowa and Missouri would go to war with each other over the contested border.

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JOHN L. LEWIS

John L. Lewis was born in Cleveland, Iowa, Lucas County (near the town of Lucas), on February 12, 1880. His father, Tom Lewis, and his maternal grandfather, John Watkins, both immigrated to the United States from Wales, though they did not know each other at the time.

Coal was discovered near Lucas in 1876, bringing many settlers to the area. Many mine owners recruited British miners through ads in immigrant newspapers and magazines. This is probably how Tom Lewis and John Watkins were drawn to the Whitebreast Coal and Mining Company, the largest coal mining company in the Lucas area.

When John was 15 months old, the family moved to Beacon, near Oskaloosa, in Mahaska County, one of the largest coal-producing areas in Iowa. Throughout John's childhood his family moved to many different coal mining towns in southern Iowa. In 1897, they returned to Lucas, where the once numerous Welsh immigrant population had now greatly diminished.

Lewis claimed to have attended high school, although according to some accounts, his education ended with the seventh grade. By the time he was 21 years old in 1901, he had held jobs as a newspaper boy, farmer, miner, amateur actor, theater manager, and secretary of the United Mine Workers Union Local 1933 in Chariton, Iowa.

In 1903, Lewis left Iowa to go to the Rocky Mountain mining region, but he returned to Iowa in 1906. The next year he married Myrta Edith Bell, whose father was a doctor and a prominent Lucas citizen.

In 1908, Lewis, along with his wife, parents, and five brothers and one sister, moved to Panama, Illinois, where his union career blossomed. That same year he was elected president of United Mine Workers Local 1475. His career advanced as follows:

- In 1909, he became a lobbyist for the UMW in Springfield, the state capital.
- In 1911, Samuel Gompers named Lewis an organizer for the American Federation of Labor.
- In 1917, Lewis was elected vice-president of the UMW.
- in 1920 he was elected president of the UMW.

In the 1928 presidential election, Lewis was a strong supporter of Herbert Hoover. After Hoover's victory, Lewis worked hard to obtain Hoover's endorsement as Secretary of Labor. Although many encouraged him to pick Lewis, Hoover chose someone else. Despite this, Lewis supported Hoover again in the election of 1932.

During Franklin Roosevelt's administration, labor recovered from many of the setbacks that occurred during the 1920s and the early years of the Depression. In October of 1935, after a disagreement with the AFL, Lewis formed and became president of the Committee for Industrial Organization. In 1937, just two years later, union membership in the CIO was larger than in the AFL. During this time, Lewis took an anti-war position, because he believed a war would take away some of the gains labor had made in the 1930s.

Lewis resigned as CIO president in 1940, but remained president of the UMW until he retired in 1960.

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LAURA INGALLS WILDER PARK & MUSEUM

BURR OAK, WINNESHIEK COUNTY, IOWA

The author of *Little House on the Prairie* and many other beloved childrens' stories lived for a short while in Iowa. Burr Oak, the small town where Laura Ingalls Wilder lived, operates a museum and a one-acre park in her honor.

In 1876, Charles and Caroline Ingalls and their three daughters — Mary, Laura (then 9 years old), and Carrie — moved from Walnut Grove, Minnesota, where Charles had bad luck homesteading, to Burr Oak, a town of about 200 people. Charles and Caroline were hired to help run the Masters Hotel. The Ingalls family also lived in the hotel, which, in addition to lodging, also served as a community center for dances and weddings.

Because of the constant traffic of strangers and the drinking that occurred on the premises, Charles and Caroline felt the hotel was an unhealthy atmosphere for their young daughters. So the family moved to rooms above Kimball's Grocery. This, too, proved unsatisfactory: it was near the Burr Oak saloon; also, the Kimballs fought incessantly. Once again, the family moved — this time to a red brick house on the edge of town. The family did not remain long there either: in the autumn of 1877 they moved west, back to Walnut Grove.

Wilder was 65 when she began writing her "Pioneer Tales for Children." Her childhood memories remained vivid, and the stories she wrote closely mirrored the activities of her family. But her life in Burr Oak is not well known because she omitted the period in recounting her tales. One reason for this is because the theme of Wilder's books is one family's westward movement in a time of great national expansion and opportunity. The family's move to Burr Oak did not fit this theme — Burr Oak was a move east.

The community of Burr Oak, however, has preserved this slice of the writer's life. In 1973, the nonprofit organization, the Laura Ingalls Wilder Park and Museum, bought the Masters Hotel building. With donations of time and money from local residents, the hotel was restored and furnishings were added to make the place appear as it did in the 1870s when Laura and her family lived there. The site, listed on the National Register of Historic Places, was opened as part of Burr Oak's Bicentennial celebration in 1976.

It's open for public tours, May 1–October 1, Monday–Saturday, 9 a.m.–5 p.m., Sunday, 10:30 a.m.–5:30 p.m. To tour the museum at other times, call 319-735-5436 or 319-735-5916.

OTHER FACTS

- Located 12 miles from Decorah (the Winneshiek County seat), Burr Oak was founded in 1851. By 1876, it was an important town, providing local farmers with many businesses and services. At its peak, Burr Oak was a crossroads of the western movement. Roads and trails through the town led north to Minnesota, and westward through Iowa to Nebraska and other points west.
- Many of the Burr Oak buildings Laura knew in the 1870s are gone or considerably altered.
- Other books by Laura Ingalls Wilder include: *Little House in the Big Woods, Farmer Boy, On the Banks of Plum Creek, By the Shores of Silver Lake, The Long Winter, Little Town on the Prairie, Those Happy Golden Years, The First Four Years, On the Way Home*, and *West from Home*.
- A variety of books about the author, as well as souvenirs, are available for purchase at the Wilder Museum.

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LITTLE BROWN CHURCH IN THE VALE

NASHUA, CHICKASAW COUNTY, IOWA

In 1857, a young music teacher traveling home to Wisconsin was so inspired by the serene beauty of a certain Cedar Valley spot that he wrote a song about it when he got home. Imagining it as the perfect setting for a church, William Pitts wrote the hymn, "The Church in the Wildwood." His song described an imaginary "little brown church in the vale." Imagine his surprise years later when he returned to the area to teach and found just such a church now standing on that very site.

The First Congregational Church of Bradford, a village two miles northeast of Nashua, was organized in 1855. Members held services in stores and schools until the church was constructed during the Civil War.

Pitts returned to Iowa in 1862, settling in Fredericksburg, and eventually taught singing in Bradford. He first performed the hymn for his students in the spring of 1864 inside the church, which was still unfinished. The building was dedicated on December 29 of that year.

Unfortunately for Pitt, the hymn did not gain fame until years later, when it was popularized by a male quartet from Charles City, Iowa. They sang it on the chautauqua circuit in 1910 and 1911. In addition to performing the song, they also told the remarkable story behind its creation. Soon, tourists began searching for the *real* church in the wildwood. By then, services were no longer held in the church, which had fallen into disrepair.

A reunion in 1914 observing the 50th anniversary of the church's dedication sparked a move to save the church. By the next year, a local preservation society had restored the church to resemble its original appearance, and services were resumed.

Still functioning as the First Congregation Church of Bradford, the church is a favorite site for weddings. Some 700 weddings were performed in 1990.

OTHER FACTS

- Though the song became popular throughout the world, William Pitts made no fortune from it. He had sold its rights to a Chicago publisher — long before it became famous — for $25.
- The church was designed by Reverend J.K. Nutting, the first pastor. It's a plain gabled building fronted by a bell tower. The stone foundations have the same inward pitch as the stone fences of New England, because the man who fitted the masonry gained his experience building fences in Massachusetts.
- Marriage Reunion Sunday is held the first Sunday in August. The reunion was begun in 1952.
- Efforts are underway to place the church on the National Register of Historic Places.

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THE LOESS HILLS

Bordering the Missouri River in western Iowa, the Loess Hills are among the most beautiful and unusual areas encountered while traveling in Iowa.

The hills are made up of fine-grained, cohesive quartz silt that was left behind by glaciers. Water erosion over time has contributed to the shape of the hills, which resemble small mountains. So different from the rest of Iowa are the Loess Hills, it's as though a chunk of the western United States was plunked down in the Midwest. The climate is desert-like, and there are more sunny days without precipitation here than anywhere else in Iowa.

Many plant and animal species found in the hills also generally only exist in the western U.S. (some of these are listed below). Unfortunately, farming, the spread of communities, and the use of the hills as landfill, have wiped out most of the prairies that once thrived within the Loess Hills. And owing to the unstable nature of its quartz silt, the hills have one of the highest soil erosion rates in the country (see below for how to control erosion).

Those interested in traveling in the area can choose from among more than 60 county and state parks and wildlife areas.

OTHER FACTS

- Fossils have been found showing that former inhabitants of the Loess Hills include mammoths, reindeer, bison, Jefferson's ground sloth, a giant armadillo, stag-moose, giant beaver, a species of camel, American elk, and black bear.
- Some of the western animals found in the hills include the prairie rattlesnake, plains pocket mouse, great plains skink, western fox snake, great plains and Woodhouses' toads, and plains leopard and western chorus frogs. Other animals that live there include the eastern mole, big brown bat, raccoon, coyote, red fox, and white-tailed deer.
- Birds of the Loess Hills include the hawk, brown-headed cowbird, northern cardinal, brown thrasher, house wren, mourning dove, American crow, blue jay, and redheaded woodpecker.
- Among the unusual plant life in the hills are yucca, tumbleweed, cowboy's delight, and prairie wildflowers.
- There are more than 1200 acres in the Waubonsie State Park, Fremont County.
- Long's Landing, near Council Bluffs, consists of 24 acres and offers camping, picnicking, and boating on the Missouri River.
- North of Long's Landing is Lake Manawa State Park, one of the most popular parks in the Council Bluffs area.
- On the border of Pottawattamie and Harrison counties lies the Wilson Island State Recreation Area and DeSoto Bend National Wildlife Refuge.
- The Lewis and Clark State Park is located in Monona County, surrounding Blue Lake.
- Stone State Park in Plymouth County provides hiking, camping, picnicking, and equestrian and nature trails.
- Ways of controlling erosion include: no-till farming, maintaining permanent grasslands, seeding waterways, decreasing the grazing of farm animals, preventing sewer and water line leaks, preventing over-watering of lawns, less gully cutting, and diverting surface runoff. Planned prairie fires help to get rid of unwanted invasive plants while encouraging the growth of native plants. The use of dirt bikes and snowmobiles for recreation kill vegetation and also speed erosion. Horseback riding and all-terrain vehicles also speed erosion, though to a lesser degree. These activities should be done in valleys and lower slopes, which are less susceptible to damage than are ridges and steep slopes.

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LOST CREEK MINING DISASTER

On January 24, 1902, the worst disaster in Iowa mining struck the small company town of Lost Creek in Mahaska County. Shortly before noon, an explosion ripped through the coal mine, trapping 50 to 60 mine workers underground. Rescue efforts were hampered by fallen debris, and by the presence of dangerous and volatile gases. Among the 14 injured were boys as young as 12. Some were badly burned. Twenty mine workers died. More victims died from the effects of the gases than from the blast itself.

The accident was caused by an explosion of coal dust. Each miner was responsible for setting and placing his own explosive. These shots were generally fired at noon and at the end of the work day, allowing dust to settle while the miners were away for lunch and after they had left work for the day. Instead of dislodging chunks of coal off the solid wall, the shot sometimes would discharge a tongue of flame that would raise and ignite a cloud of coal dust. The burning dust would expand with explosive force and do great damage as the force traveled down the mine's passageways.

Determined to stop such accidents, miners demanded safer mining practices. They wanted shot-examiners hired to examine all shots, and they wanted special shot-firers hired to fire the shots only at the end of the day, after most workers had left. This would allow the dust to settle over night and, in the event of an explosion, limit the number of casualties.

In response to the Lost Creek accident and the miners' demands, Governor Albert B. Cummins appointed a special commission to investigate the disaster and to recommend safety legislation. The commission included the three state mine inspectors, two coal operators, and mine union leaders John P. Reese and John P. White. After the investigation, the Iowa General Assembly passed a law partially meeting mine workers' demands. The miners also sought remedies through collective bargaining and reached a compromise settlement with the mine owners. Eventually the practice of employing shot-examiners and using shot firers, and firing only once a day, was established everywhere in Iowa where coal was shot off the solid.

OTHER FACTS

- Lost Creek was a company town, owned and operated by the Lost Creek Fuel Company. Lost Creek was similar to many other coal camps in southern and central Iowa in the early 20th century. The town consisted of a company store, two boarding houses, and about 100 company-owned miners' houses. Each four-room house was about 22 by 24 feet.
- A few days after the explosion, Lost Creek Shaft No. 2 reopened and stayed in operation for a few more years. By 1907 the Lost Creek mines had been abandoned. The mining community had moved away, the machinery was shipped elsewhere, and the houses were moved to new locations.
- In Iowa, most coal was mined by the "room and pillar system." Two miners were assigned a section of the mine. Together they would blast and dig out the coal to form the "room." The room eventually became about 24 to 30 feet wide and 120 to 150 feet long. At Lost Creek the height from floor to room ceiling was four to six feet (elsewhere in Iowa the height ranged from 12 feet to only 18 inches). The rooms were separated by supporting walls of unmined coal, eight to ten feet thick, called "pillars." Breakthroughs were cut between the rooms for air circulation.
- In 1902 a coal miner in Mahaska County averaged only about $450 a year. Mine workers and other laborers were not protected by workers' compensation laws until 1913. After the Lost Creek accident, labor organizers across Iowa immediately began raising money to help the families who had lost wage-earners.

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THE MORMON TRAIL IN IOWA

On February 4, 1846, Brigham Young began an incredible journey. He and thousands of the Church of Jesus Christ of Latter-day Saints members traveled across the southern half of Iowa on their way from Nauvoo, Illinois, to Utah. Their leader, Joseph Smith, had been murdered on June 27, 1844, in Carthage, Illinois, and the Mormons as a group were being forced out of the state. Young had replaced Smith as head of the church.

During the trip they faced many hardships and deaths attributed to extreme cold and excessive snow and rain that sometimes made travel impossible. They started from Sugar Creek, near Montrose. On February 28, Young asked Iowa Governor James Clarke for protection for Mormons crossing Iowa. Iowans in the southeast part of the state had been accusing the Mormons of such crimes as murder, theft, and assault. Such persecution had followed them from Missouri to Nauvoo.

The Mormons camped near Farmington, Bonaparte, Keosauqua, Bloomfield, Centerville, Corydon, Garden Grove, Mount Pisgah, and Council Bluffs. At Garden Grove and Mount Pisgah, both permanent camp sites, Mormons stopped long enough to build log houses and plant crops. People who were too weak to travel farther stayed and cared for the farms.

At the end of their Iowa journey, they made rafts and crossed the Missouri River into Nebraska. From 1846 until 1852, almost 20,000 people had made the migration across southern Iowa.

OTHER FACTS

- On April 15, at a site in Wayne County, William Clayton wrote the popular Mormon hymn, "Come, Come Ye Saints."
- On May 18, Brigham Young's group found Parley P. Pratt camped on the Grand River. Pratt was part of a group responsible for scouting the route in advance of the other Mormons. On a nearby hill, Pratt had discovered broken granite resembling an ancient altar. This was the only rock found in the area. Pratt named it Mount Pisgah, and the Mormons kept the Union County camp until 1852. (At Mount Pisgah, they buried more than 800 people who died on the journey.)
- In May and early June, the Mormons traveled through Adair County and near Council Bluffs, where they encountered helpful Potawatomi Indians.

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OLD CAPITOL

IOWA CITY, IOWA

Old Capitol in Iowa City was the last capitol of the Territory of Iowa and became the first state capitol when Iowa entered the union in 1846. A National Historic Landmark, its construction began in 1839 and although still incomplete, it was first occupied in 1842.

A classic example of Greek Revival architecture, Old Capitol's original dimensions were 120 by 60 feet; it was made from limestone quarried from the banks of the Iowa River. Foundation walls are six feet thick, with individual stones weighing an average of four tons.

Many important events have occurred within its walls. The Supreme Court of the Iowa Territory met here for many years, as did four legislative assemblies and six general assemblies. Old Capitol was also the site of constitutional conventions in 1844, 1846, and 1857 (Iowa is still governed by the 1857 constitution), and the adoption of the Iowa Code of 1851.

In 1857, the capitol moved from Iowa City to Des Moines. Afterwards, the building became property of what is now the University of Iowa for educational purposes. Old Capitol served the university until 1970. It provided classrooms, offices, space for chapel services, and a meeting place for 19th-century literary societies. In addition, university administrative offices were housed in Old Capitol until 1970, when the building was closed for its second major restoration.

The first restoration took place between 1921 and 1924. During this time the west portico was completed, the reverse spiral staircase was totally rebuilt and extended to the ground floor, 650-pound chandeliers were hung in the House and Senate chambers, and the dome was covered with five-millionths of an inch of gold leaf.

The second major restoration project was spearheaded by Margaret N. Keyes, then director of Old Capitol, in 1970. Much of the interior was restored to resemble its 1842 to 1857 appearance, and furnishings from the period were also added.

Old Capitol is open for public tours from 10 a.m. to 3 p.m., Monday through Saturday (9 a.m. to noon on home football Saturdays). It's closed on holidays. For details, call 319-335-0548.

OTHER FACTS

- The total cost of constructing Old Capitol was $125,000.

- Floor trusses were made of native hewn oak; the roof was of pine shingles on oak sheeting; gutters and downspouts were hewn from walnut logs. The interior trim was white pine, and the flooring was plain oak, later levelled off with a yellow pine overlay.

- The restored Old Capitol was dedicated on July 3, 1976, to coincide with the nation's Bicentennial celebration.

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THE UNDERGROUND RAILROAD IN IOWA

HITCHCOCK HOUSE, JORDAN HOUSE, TODD HOUSE

Not a railroad at all, the so-called "underground railroad" was a secret network of antislavery activists who helped slaves escape to freedom by setting up a series of houses and hiding places along a route known only to a few.

The underground railroad was begun around 1830 and existed until the abolition of slavery in 1865. It stretched from the South all the way to Canada. Its route through Iowa went from Kansas and Missouri toward the Mississippi River and Chicago. Along the route were "stations" where fugitive slaves could stop for food and rest. Runaway slaves were transported, usually in the dark of night, in false-bottomed wagons, along the passageway to freedom.

Iowa can claim a series of important stations, several of which still survive. These include the Hitchcock House in Lewis (Cass County), the Jordan House in West Des Moines, and the Todd House in Tabor (Fremont County). Hitchcock and Todd were both ministers who believed strongly in abolition. Jordan was an Iowa senator.

- **Hitchcock House**: Built in 1854 by George Hitchcock, this sandstone house was a stop on the underground railroad in the 1850s. The house is now owned by the Iowa Department of Natural Resources and managed by the Cass County Conservation Board. The house is open for public tours during the summer.

- **Jordan House**: Built (circa 1850 to 1865) by James and Melinda Jordan, the house served as the chief underground railroad station in Polk County. The house is now owned by the West Des Moines Historical Society and is open for public tours during the summer.

- **Todd House**: Built in 1853 by Rev. John Todd, this frame house served as the first station on the underground railroad's route north and east from Kansas. It was also the headquarters of John Brown's failed insurrection in the late 1850s. The house is now owned by the Tabor Historical Society.

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"IOWA HISTORICAL MOMENTS"

FACT SHEETS

VOLUME 3

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AMERICAN GOTHIC HOUSE

Grant Wood visited Eldon, Iowa, in 1930 and was struck by a very simple house with an unusual gothic window. Inspired, Wood used the house for the backdrop of one of the world's most famous paintings, *American Gothic*. He intended the painting to portray an older smalltown man and his daughter. Most viewers, however, saw them as the epitome of the American farmer and his wife. The models for the couple were his sister, Nan Wood Graham, and his dentist, Byron McKeeby of Cedar Rapids. Some saw in the painting a mood of despair in the stoical faces; others felt hope and strength in the calming, curved lines, in the gothic window whose shape contains a cross and points heavenward, as does the similarly-shaped pitchfork.

Wood received national acclaim in 1930 when the painting won the $300 first prize at the Art Institute of Chicago's contest for American painters. Since then, *American Gothic* has become perhaps America's most famous image.

Countless parodies of the painting have been produced by slightly altering the form or the content of the original *American Gothic*. Parodists have given the dour couple smiling faces, placed them in front of different buildings, and substituted their faces with those of celebrities, thus drastically changing the image and producing yet another interpretation of Grant Wood's painting. Such imitations have served to advertise products, critique social and political issues, and just make people laugh. The sheer number of parodies has made the image of *American Gothic* one of the most recognized in the world.

In 1991, owner Carl Smith donated the house in Eldon to the State Historical Society of Iowa to ensure its preservation. There are plans for a major visitors' center to be built on the site. Meanwhile, visitors are invited to see the site and create their own personal parodies of *American Gothic*.

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THE ARMISTICE DAY BLIZZARD OF 1940

Mid-November Iowa weather usually provides the conditions favorable for hunting, and the Armistice Day holiday was once a popular occasion for hunters to hone their skills. The holiday would coincide with a sharp plunge in the thermometer that sent migrating ducks to sheltered areas along the Mississippi River — where waiting duck hunters set up decoys.

On November 11, 1940, a low-pressure system collided with an arctic air mass over the Upper Mississippi region. The result resembled a winter hurricane. First came freezing rains that glazed everything with ice. Then blowing snow covered the ice and made visibility almost nil. In 16 hours the temperature dropped 45 degrees, from 54 degrees to 9 degrees Fahrenheit.

The storm caught many hunters by surprise — few were dressed for winter conditions, and being near the water in their "duck blinds" made matters even worse. Hunters were stranded in the bitter cold as winds gusting to 80 miles per hour produced waves up to seven feet high. It grew so cold so fast that parts of the river froze in waves.

The fierce winds and frigid temperature prevented efforts to rescue many of the hunters overcome by the storm. The blast continued for nearly an entire day, finally abating somewhat on November 12.

Some 160 people died during the 24-hour storm. The *Des Moines Register* headline for November 13, 1940, declared: "26 Hunters Dead, 5 from Iowa" but other accounts estimated a much higher death toll.

By far the most dramatic and tragic aspect of the storm was the grief it brought to those families who lost loved ones on the Mississippi. But the storm also caused chaos in the inner regions of the state. Ice and snow blocked highways, causing travelers to seek shelter. Airline flights were halted and the railroads stopped. At least 7000 turkeys froze or were smothered — just 17 days before Thanksgiving. The *Des Moines Register* reported that unscrupulous breeders sold turkey carcasses as "freshly frozen" in direct violation of Iowa food laws.

Coincidentally, the word "blizzard" may have been coined in Iowa. The *Estherville Vindicator and Republican* used the word in 1870 to describe a severe winter snowstorm. Both *The American College Dictionary and The Oxford English Dictionary* credit the word's origins to Iowa.

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BIX BEIDERBECKE

One of the great figures of the Jazz Age, Leon "Bix" Beiderbecke, is an Iowa legend. Born in Davenport in 1903, Bix began playing music by ear as a toddler and music became his first love — a passion that lasted throughout his short life.

Bix never had formal training as a musician, and many critics say it was his lack of training that gave his music its extraordinary impact. His was an innovative sound many musicians would one day copy. Bix became interested in jazz when his father brought home a record by the Original Dixieland Jazz Band. In 1917, he scraped together enough money to buy a beat up cornet from the local hock shop; the young Beiderbecke would practice unceasingly.

No fan of formal education, Bix dropped out of school, too busy playing his cornet to pay attention to studies. He worked with local orchestras in Chicago, and eventually joined the Wolverine Orchestra in January 1924. The group cut a few records before Bix left.

After a few more temporary orchestra stints, Bix resumed his formal education at the University of Iowa. But this venture lasted a mere three weeks. From Iowa City Bix moved to New York and played with a group called The Ramblers. In St. Louis he played in an orchestra led by Adrian Rollini. The spring of 1926 found Bix in the Jean Goldkette Orchestra; soon afterwards Bix recorded his own solo "In a Mist." He then went on to join Paul Whiteman's band, which had featured many great artists like the Dorsey brothers and Bing Crosby.

In 1927, Bix recorded one of the most famous solos in Jazz history, "Singing the Blues." He was, however, struggling with health problems and alcoholism, and he took a rest from his intense schedule in Davenport in 1929. Retuning to New York, he joined the Dorsey brothers and copyrighted two piano pieces, "Flashes" and "In the Dark."

During his last year, the 27-year-old became ill and worked little. On August 7,1931, Bix Beiderbecke died from pneumonia.

Today, Bix's legacy is celebrated during the annual three-day Bix Fest held in July in Davenport's Le Claire Park. Dixieland and jazz bands from across the country play in honor of Bix. Also, the nationally famous Bix Run race is held in downtown Davenport. The Avati brothers, Italian filmmakers based in Davenport, restored the Beiderbecke home and made a film about Bix. Davenport artist Loren Shaw spent more than 1,000 hours painting a Bix Beiderbecke mural on the wall of the downtown Davenport building.

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THE COLBY MOTOR COMPANY

When the automobile was new, Iowans not only bought them — they made them. Between 1891 and 1940, nearly 50 brands of cars were made in Iowa. One notable manufacturer, The Colby Motor Company, produced several thousand vehicles during its brief lifetime.

Mason City entrepreneur, William Colby, founded the Colby Motor Company on September 29,1910. The first Colby, a five-passenger touring car, took to Mason City's streets on November 12, 1910. It performed to all expectations and was fast enough to gamer for its test driver a speeding ticket from local police.

Colby equipped his cars with premium materials and an engine designed to withstand Iowa's winters. Colby automobiles were put through endurance tests over the state's rutted, muddy dirt roads. The cars passed the tests with flying colors, including a 658-mile run from Minneapolis to Helena, Montana.

Colby also participated in the newly developing dirt-track car races being held throughout the Midwest. Billy Pearce, a Colby driver on the racing circuit, broke many track records and won trophies for the company. He died in 1911 while racing the Colby Red Devil in Sioux City. The car was repaired but never raced again.

The Colby Motor Company was short-lived. A competitive auto market, company mergers, and subsequent reorganizations put the company out of business in 1914. Only one Colby has survived the last 70 years. It was carefully restored and is displayed at the Kinney Pioneer Museum in Mason City.

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CORNHUSKING CONTESTS

Once called Iowa's "Battle of the Bangboards," cornhusking contests had a brief but lively history in the state's rural communities. Farmers husked by hand with special hooks attached to a glove at the palm or thumb. In 1924 the farm journal, *Wallace's Farmer*, invited the state's best cornhuskers to enter a contest for the fastest and most efficient cornhuskers. For the next 17 years, cornhusking contests at the county, state, and national levels became popular. The NBC network broadcasted national contests, and sponsors awarded cash prizes (and sometimes turkeys). Spectators came for the thrill of the competition and for the chance to learn better cornhusking techniques. The contests came to end around World War II, when new technology was introduced that made cornhusking by hand obsolete.

OTHER FACTS:

- Women were mentioned sometimes as helping their husbands with cornhusking but there were no official contests for women to compete in.

- The contests were standardized by Henry A. Wallace in 1924. Huskers competed for 80 minutes nonstop, starting at 10-minute intervals signaled by a gun fired into the air. They were scored on the gross weight of corn husked, with deductions for any excess husks. The top scorers were then allowed to apply for the next level of competition. Competitors listed their age, weight, height, and wrist circumference (the average husker would swivel and turn his wrist 7000 times per 100 bushels). Farmers used these events to compare the various cornhusking techniques.

- The equipment used varied, but almost all huskers used a husking hook of some kind, either a thumb, peg, or palm hook attached to a glove or mitten. Stores offered an assortment of other items, such as thumb stalls (intended to help in grasping the corn), wrist guards, and special oils for "huskers hands," yet most huskers saw no real advantage in these products. The wagons used to catch the corn were called "bangboards" or "throwboards" because one side was much higher than the other side so huskers could toss the corn without worrying about their aim.

- Henry A. Wallace hailed cornhusking champions as rural athletic heroes with strong moral character. He hoped that such praise would inspire farmers to enjoy cornhusking more — thus increasing their productions — and also to help keep more young men on the farm.

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COVERED BRIDGES IN IOWA

Excerpts from Leslie C. Swanson's *Covered Bridges in Illinois, Iowa, and Wisconsin*. Moline, Illinois. [pamphlet] 1970.

Iowa's economic growth went into high gear in the post-Civil War period and most of its 60 or more covered bridges were erected from 1868 to 1880. A few were built before that era and some scattered ones were erected as late as 1890.

Two cores of covered bridge building developed in Iowa, one across about a dozen counties in the southern part of Iowa, and the other, a smaller group, in the northeastern corner of the state near the borders of Illinois, Wisconsin and Minnesota.

About 80 percent of the spans were erected over very small rivers and creeks in the southern counties and about 12 to 15 more were erected over slightly larger rivers as the Turkey, Maquoketa, and Volga Rivers in "Little Switzerland," the picturesque northeastern area. More than three-fourths of the counties in Iowa were never reached by this type of timbered construction.

Iowa's early road development was slow and as late as 1846 a network of wagon trails reached only the eastern counties. In the next two decades the westward push gained momentum and stagecoach lines spread over roads which linked the growing towns.

The earliest covered bridge building in Iowa coincided with the development of Fort Des Moines, an historic U.S. Army establishment at the junction of the Des Moines and Raccoon Rivers. The first was the Owens covered bridge, erected in 1844 across the North River in Polk County. A bridge was needed there in bringing in lumber for the construction of the fort. G.B. Clark was commissioned by the U.S. government to build the bridge, receiving as payment the sum of $3500 and a half section of land. This bridge served the Dragon Trail, as the road was known in those days, for a period of 42 years, being swept away in the fall of 1887. A new bridge was erected in 1887 and it remained in use for more than 50 years before the road was re- routed and the channel of the river changed.

The bridge was finally taken over by the Polk County Conservation Board which moved the span in 1968 to Yeader Creek Park near Des Moines. Moving of the bridge was made necessary by the Red Rock Reservoir project. . . .

The construction of covered bridges reached its zenith in Madison County. . . .
Madison was not settled until 1846 but its growth was remarkable. Settling there was a group of hardy pioneers who proved to be an industrious and resourceful lot. Within the space of three decades they built a chain of saw mills and gristmills, a network of wagon trails and a series of 16 covered bridges.

The county developed at a fast pace and the bridge builders kept busy for more than a decade erecting spans at key points. The picturesque Middle and North Rivers cut through several townships in the county and the wood was mostly cut by saw mills, powered by the very rivers the bridges were intended to cross. Eleven mills were erected on Middle River, which eventually was spanned by several covered bridges. . . .

After reaching their peak count of 16 in 1884 the covered bridges of Madison County gradually dwindled. One by one they disappeared as they gave way to flood, fire, vandalism, and abandonment. The count had dwindled to ten in 1933. . . .

In 1950, the decision was made to save the remaining seven bridges. Steps were taken to repair, strengthen and paint them. Meanwhile, about 30 other covered bridges were razed elsewhere in Iowa.

Only 6 covered bridges now remain in Madison County.

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FARM SECURITY ADMINISTRATION PHOTOGRAPHS

In 1936, in the midst of the Great Depression, Iowa became part of one of the most important documentary photograph projects ever conceived. Employed by the Historical Division of the Resettlement Administration (later renamed the Farm Security Administration), photographers traveled throughout the country to document the effects of hard times and to gather visual support for Franklin Roosevelt's New Deal programs.

From North Carolina to the Dakotas, from Missouri to California, they portrayed a country gripped by a devastating depression. The nearly 2,000 images taken in Iowa show worn and tired farmers, small towns devastated by the economic crash, and urban scenes such as men standing in line for a mission meal. These photos amply demonstrate the need for government assistance in this rural state.

What started out as a picture file for political purposes, however, became one of the most powerful photographic statements of all time. The gifted photographers hired for the project captured on film not only the tragedy of impoverished tenant farmers, but their strength and endurance.

The FSA photo project continued until 1943, when the United States' entry into World War II diverted government energies and resources. Nearly 200,000 negatives and more than 70,000 prints survive in the Library of Congress. The photographers of the Farm Security Administration had produced a lasting national treasure that is one of the most famous and widely used photograph collections in the world.

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GROTTO OF THE REDEMPTION

WEST BEND, IOWA

The Grotto of the Redemption in West Bend, Iowa, was created and built by Reverend Father Paul M. Dobberstein. Born in 1872 in Rosenfeld, Germany, he emigrated to America when he was 20 years old and studied for the Catholic priesthood in Milwaukee, Wisconsin.
Just before his ordination as a priest, Dobberstein became seriously ill with pneumonia. He vowed to build a shrine to Mary, Mother of Jesus if he were allowed to recover from his illness.
In 1898 he came to West Bend, Iowa, to serve at St. Peter and Paul's Church. While serving his parishioners full time he began gathering ornamental stones to build his shrine and fulfill his promise. In 1912, with the help of one man (Matthew Szerensce) he began work setting the various stones in concrete. The grotto became a lifelong project and work continued after Dobberstein's death in 1954. Over 100 train car loads of materials were used to build the grotto.

OTHER FACTS:

- The grotto is the largest of its kind, covering an area larger than a city block. It has the largest collection of minerals and petrifications anywhere in the world, and the shrine's geological value has been estimated as high as $2.5 million.
- There are nine separate grottos all depicting a scene from the life of Christ. Italian marble statuary, such as the replica of Michelangelo's *Pieta*, can be viewed throughout the grottos. The stones, minerals, fossils, and shells have been gathered from all over the United States and from dozens of foreign countries.
- Adjacent to the grotto is St. Peter and Paul's Church in which Father Dobberstein built his Christmas chapel. The chapel depicts the nativity scene and includes a 300-pound Brazilian amethyst valued at more than $5000.
- Father Dobberstein also worked on other grottos and memorials in such Iowa towns as Riverside, Carroll, Dubuque, Wesley, Humboldt, and Pocahontas.
- The grotto is financed by donations; hourly tours are given from June 1 to October 15. Open for viewing year round, the grotto attracts more than 100,000 visitors each year.
- The Grotto Restaurant serves home-cooked meals from 11:00 a.m. to 2:30 p.m. daily from June 1 to October 15. Camping and motel facilities are located close by.
- The grotto is located two blocks off of Highway 15 at the north end of West Bend. For more information call 515-887-2371.

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HISPANICS IN BETTENDORF, IOWA

William and Joseph Bettendorf came to Gilbert, Iowa, in 1902 after a fire destroyed their Davenport factory. Their business, the Bettendorf Company, produced various metal parts for agricultural equipment, and also side frames for railway car trucks.

The company employed many people, and Gilbert soon developed as a company town. The company provided housing and social activities for their workers. In 1902 the village was renamed Bettendorf in honor of the brothers.

During World War I the traditional labor pool became scarce, and the Bettendorfs began to recruit workers from recent immigrant groups. One group was Hispanic immigrants.

Hispanic people had moved to the Quad City area to find work. They considered the Bettendorf Company a desirable place to work. The company in turn found Hispanic workers reliable and competent. The workers, however, had little opportunity for advancement within the company; the barriers of language and cultural differences were difficult to surmount.

Families settled in company housing known as the Holy City. Community life revolved around religion and family. With others in the Quad Cities, Bettendorf Company Hispanics founded Our Lady of Guadelupe church. It was initially housed in two boxcars. Among other manifestations of Hispanic culture was a community band, formed by one of the earliest immigrants, Peter Macias.

When the Bettendorf Company dissolved in the 1930s, many families were already well established in the area, and sought other employment in the Quad Cities. Today, local Hispanic heritage prospers through celebrations and organizations.

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THE ICE INDUSTRY IN IOWA

Before the advent of modern refrigeration, people had to depend on ice boxes to keep food cool. These ice boxes were designed to hold both food and large blocks of ice. Providing these blocks of ice was an important industry in Iowa during the nineteenth and early-twentieth centuries.

Local and itinerant ice harvesting crews began working nearby rivers and lakes around the new year. Various tools and methods were used for cutting and extracting the ice, including large saws and horse-drawn cutters. By the twentieth century, workers used motor-driven saws. Ice was then taken to the ice house to be stored until summer. The ice house was a double-walled brick or wood building where ice was covered with layers of hay or sawdust to keep it from melting.

When the weather turned warm, the demand for ice would begin. The ice wagon, delivering ice door to door, was a common sight in Iowa towns. The large demand for ice made it one of the top commodities handled by the U.S. shipping industry.

While ice harvesting was a very profitable business, it was also risky. In addition to possible physical danger to employees, there was the chance that not enough ice had been stored to meet the summertime demand, or that a warm winter might produce a meagre supply.

Modern-day refrigeration techniques became available in the early twentieth century. By the 1930s the nearly universal availability of refrigerators greatly reduced the need for the ice industry, and therefore it quickly declined.

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For a firsthand look into Iowa's ice industry,
visit the Ice House Museum,
Cedar Falls Historical Society, Cedar Falls, Iowa.

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ALFRED WILLIAM LAWSON & THE UNIVERSITY OF LAWSONOMY

Alfred William Lawson was born in London, England, in 1869. When only 3 weeks old, he came with his parents to North America; they settled in Windsor, Ontario, and finally in Detroit, Michigan. At an early age, Lawson worked various odd jobs such as shining shoes, selling newspapers, and painting houses. In his late teens he left Detroit to play on numerous baseball teams. From 1888 to 1907 he played on and managed several minor league teams. He traveled extensively and studied physics and economics in his spare time.

In 1904, Lawson published his first book, *Born Again*. The book, loosely based on his own life, exposed baseball's corruptive influence. In 1908 Lawson became interested in the fledgling aviation industry. He published his own aeronautical magazine called *Fly* and was editor of another called *Aircraft*. He also became a member of an influential group called the Aeronautical Manufacturers Association. In 1917, Lawson started his own aircraft corporation in Green Bay, Wisconsin. He supplied the army with aircraft during World War I.

After the war, Lawson struggled to keep his aircraft company going. He bought a bigger factory and relocated to Milwaukee, Wisconsin. He tried building passenger airplanes and managed to secure an air mail contract with the federal government. Because Lawson's investors were pressuring him for results, he rushed the prototype of one of his passenger planes into a test flight in poor weather conditions. When the airplane crashed, it took Lawson's company down with it.

The decade of the 1920s was a transitional one for Lawson. He continued to work for other airplane companies as a designer, but hated the idea that he was no longer an owner. During this period he also published books outlining his theories of natural law that would later be the basis of his philosophy known as Lawsonomy. According to Lawson, everything in nature operated on the principles of "penetrability," "zigzag and swirl," and "suction and pressure." But no matter how much Lawson publicized his principles, no one seemed to pay them much attention.

In 1931 Lawson published his book *Direct Credits for Everybody*. It set forth his economic principles of a classless society, free education, free health care, and spreading the nation's wealth among the people equally. He also formed a conspiracy theory that bankers and financiers had caused the nation's economic problems.

A riveting speaker, Lawson attracted fairly large crowds across the Midwest; his draw was aided perhaps by the fact that so many people were out of work. He started a group called the Direct Credits Society and many of its followers had an almost cult-like devotion to Lawson.

With the start of World War II prosperity returned to the country and membership in the Direct Credits Society started to shrink. Lawson thought he needed other outlets to spread his doctrines. He hoped to establish both his own university and also a way to publish his books and newsletters.

In 1943 Lawson managed to raise $80,000 to purchase the defunct Des Moines University property and buildings. At the Des Moines University of Lawsonomy (DMUL), classes were taught in Lawsonomy, management, oratory, music, gardening, mechanics, and theology.

According to his book, *Lawsonian Religion*, DMUL was to teach both knowledge and kindness, and serve as an ecclesiastic college for Lawsonian religion. Only men were admitted to the college because a father had taken DMUL to court when it enrolled his daughter without his permission and then kept her there against her will. There was no tuition but students would work part time in the machine shop and on agricultural and engineering projects.

The only texts allowed were Lawson's books and speeches. His speeches were to be committed to memory and recited repeatedly by the students. He believed his theories of Lawsonomy were so complex that it would take a student 30 years to earn a degree. Students who earned the degree were called Knowledgians.

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Lawson believed his students should be healthy in body as well as mind. No meat was allowed in the diet. Tobacco and alcohol were also prohibited. Students were up by 6:00 a.m. and in bed by 10:00 p.m. Physical exercise was promoted as well as dunking the head in cold water twice daily, sleeping in the nude, and changing bed sheets daily.

Suspicion about DMUL arose among the people and press of Des Moines. Neighborhood residents were angered when they could no longer walk through DMUL property because of a fence that was being erected. Des Moines tax assessors were sent to examine the DMUL premises to see if it was truly conducting the educational activities necessary to maintain tax-exempt status.

In 1952 Lawson was called before a U.S. Senate small business subcommittee. He was questioned about why the university had purchased 62 war surplus machine tools for educational purposes and then sold 45 of them at a large profit. By 1954, with only 20 students enrolled, DMUL was facing termination. At it peak, the university had about 100 students enrolled. Also, the Bureau of Internal Revenue was demanding taxes on the war surplus machinery sale, and the city of Des Moines was demanding back property taxes. In November of 1954, Lawson was forced to sell DMUL.

Two weeks later, on November 29, Lawson was found dead in a San Antonio hotel room. Alfred Lawson left some interesting legacies. In rural Wisconsin there still exists a University of Lawsonomy, supported by elderly students and Knowledgians who continue to study Lawson's principles and emulate his way of living.

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Murphy Calendar Company
Red Oak, Iowa

One of the oldest and largest makers of decorative art calendars is the Thomas D. Murphy Company of Red Oak, Iowa. In 1889, Thomas Murphy and E.B. Osborne, two young newspapermen, were casting around for ways to augment their income from the printing business. Osborne came up with a calendar incorporating the name of 22 local advertisers in a drawing of the new Montgomery County courthouse. The following year they founded Hawkeye Printing Company (changed to Osborne & Murphy in 1891). To increase sales, Murphy and Osborne used a new printing process call "Moss types," the first halftones used for illustrations. They took samples of their work to Denver where Osborne secured $1600 worth of business. This represented an initial loss, but by their third year they sold $18,000 worth of calendars.

In 1895, differences between the two partners caused Murphy to sell his interest in the company to Osborne. Murphy also agreed to stay out of the calendar business for five years. At the end of five years Murphy decided to return to calendar-making with his brother-in-law, William Cochrane. Together they formed the Thomas D. Murphy Company.

Murphy began to use the most advanced techniques of printing in making beautiful full-color (and black-and-white) calendars. He did not invent any new process, but he made good use of the best available techniques. The company's speciality became the art calendar. An art critic would probably dismiss most of the paintings used in the calendars as middlebrow or even amateurish; yet it's this lack of pretension that gives the calendar art its charm.

This appeal to the general public helped Murphy build a highly successful business that expanded rapidly its first few years. He built several plants and, in 1904, even a British sales office. In 1920, the company built its own power plant and leased a local hotel to serve as a dormitory for its workers. The Thomas D. Murphy Company was consolidated with American Colortype Company in the late 1920s.

During the Great Depression, American Colortype sought to close the plant in Red Oak, and Cochrane decided to buy it for himself and his sons-in-laws. Cochrane ran the company until his death in 1941, leaving control of the company to his three sons-in-law: Lyman Turner, John L. Crofts, and Malcom Lomas. In 1951, Lomas bought out his two brothers-in-law, and became president and chair of the company. In 1982, Jordan Industries bought the company. Through a merger in 1989, the company became part of JII Sales Promotion Associates. Still a vital business, the Murphy Calendar Company has steadily increased its business each year for the past 60 years.

Thanks to JII Sales Associates for permission to use Murphy Calendar Company items in the video vignette.

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ORPHAN TRAINS IN IOWA

For seventy-five years thousands of homeless children from crowded urban areas found new homes in rural America by way of "orphan trains" and a system called "placing out."

In the early 1850s New York City police estimated that 10,000 children were destitute, living on the streets, and heading toward lives of crime and victimization. Pioneering New York social worker Charles Loring Brace estimated that the number of such children was even higher — around 30,000. To help these children, Brace was a founder in 1853 of the New York Children's Aid Society. Brace doubted that institutionalization would help these children, so he devised a system of "placing out" destitute children into homes — largely in the rural Midwest. Brace believed that the Midwest in particular was populated by solid, hard-working, wholesome families who could provide homeless children with the best chance to escape poverty and hopelessness.

Not all the children sent west were orphans gathered off the streets by the New York Children's Aid Society. Many parents in overcrowded urban settings were unable to care for their children, and elected to give legal guardianship to the Society. In some instances, parents temporarily left their children at an institution, only to later find that their children had been sent west.

In the placing out system, groups of up to two dozen children were put on train cars along with nurses and agents who were in charge of the children's care during the trip and in placing them in the communities. Agents had previously contacted individual towns, and local committees coordinated applications from potential foster parents. Local newspapers published advance notice of the train arriving. Prospective foster parents and interested bystanders would be on hand when the train arrived. As the children lined up at the depot or a meeting place, farm and townspeople made their choices; the remaining children were taken to the next town. Foster parents agreed to raise and educate the child through age 16. Follow-up visits by an agent of the Society were made periodically. Few of the children were actually adopted by their foster parents; the Society maintained custody of most of them.

Many orphan-train children fared well in their new homes and communities, finding loving and generous families. Others were abused or overworked. Some were sent from one home to another. From 1854 to 1929, about 150,000 orphans were sent by train from East Coast cities to foster homes in 20 states. Two-thirds of these were placed by the New York Children's Aid Society, the rest by other social charities that adopted the system. In Iowa, the trains made numerous stops over the years at such communities as Clarion, Iowa City, and What Cheer.

The placing-out system and orphan trains ended as social work became professionalized, as welfare philosophies shifted toward keeping families together, and as new local, state, and federal child welfare laws were passed.

[Thanks to: the State Historical Society of Missouri, Columbia, for permission to use the ad, "Wanted: Homes for Children," in the video vignette; and the Museum of the City of New York for permission to use the photo, "Street Arabs in Sleeping Quarters at Night," from the Jacob A. Riis Collection.]

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PINE CREEK GRIST MILL

MUSCATINE COUNTY, IOWA

In January 1839 the Iowa territorial legislature and Governor Robert Lucas gave their approval to develop the first dam and water mill site in Iowa. Nine years later, Benjamin Nye built the Pine Creek Grist Mill (also known as Nye's Mill) in Muscatine County at a cost of $10,000.

The mill was sold for $8,750 in 1927 to the State Conservation Commission, which made it part of Wildcat State Park in 1935. The Pine Creek Grist Mill is on the National Register of Historic Places, but is now closed to the general public.

The mill is located on the west bank of Pine Creek, between Fairport and Montpelier in Muscatine County. At the time of its construction — of native rock and lumber — its 14'x 14' timbers were the largest in any building in the Iowa Territory.

The mill has 4 levels. Grain was rolled or ground on level 1, then elevated to level 3 for sifting and dressing. From there the grain went to level 2 for final sifting/dressing, and then back to level 1 for sacking. Level 4 contains machinery to work the grain elevators, and specialized processing machinery.

Power production machinery is located on level 1. Initially the mill was powered by a large wooden "overshot" wheel located in the northeast comer of level 1. Water was channelled to flow over the top of a wheel into pockets or paddles. The weight of the water pulled the wheel down, turning a shaft attached to a gear system that powered the milling machinery. Power turbines and an auxiliary steam engine were installed around 1860. These improvements increased power and efficiency, and worked well even when water was in short supply.

Milling with water was a slow process. Grain was funneled between the large granite grindstones (burrstones) and ground into meal or grist. The bottom (nether) stone was usually stationary, while the top (runner) stone rotated. Channels cut into each stone brought grain between the stones, or moved grist to the outer edges where it was collected for further processing. Millstones had to be sharp to prevent fermentation of the grain as it was crushed.

Water mills were important in early Iowa. Often a miller would build the mill at a convenient site, then clear and work the surrounding land to attract settlers. Mills were often the center of social activity, serving as postal offices and trading spots. The process of milling grain was slow and dependent on machinery and good weather. People who brought grain to the mills for processing often had to wait for the right conditions. In the meantime, they socialized.

By 1879, there were 712 flour mills in Iowa, using 1,002 water wheels and 287 steam engines. Water wheels were susceptible to damage by ice and floods, and a drought could cripple them. Eventually steam and electricity replaced the dam-and-wheel method.

The swift rise of the milling industry in Iowa between 1830 and 1880 coincided with Iowa's rise to second in the nation in wheat production. Wheat flourished in early Iowa because it required little attention and no special machinery. During the 1880s and beyond, wheat production declined from the effects of insects, adverse weather, and poor soil conditions. Cheaper land farther west and unfavorable railroad rates also helped end wheat production in Iowa. And with no wheat production the need for water mills declined in Iowa.

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ROUND BARNS IN IOWA

Excerpts below from *Without Right Angles* by Lowell Soike.

"The round barn," cheered B.J. Diers in 1914, "is getting to be quite the thing out here in Iowa." Its future seemed bright, indeed. After all, this carpenter and builder from Granville had just erected an immense ninety-foot version on a farm in northeastern Plymouth County and found, to his delight, "favorable comments coming from everyone who has seen it." And now, during the winter months, he was busy putting the finishing touches on a design for an eighty-four-foot model to be built in the spring. Others shared his enthusiasm. A seventy-foot Iowa round barn with self-supporting roof, portrayed in the "Breeder's Gazette," drew the editor's praise as being "solid as a rock" and "just the thing for a windy country." Meanwhile, when the farm journal *Field Illustrated* featured a hollow-clay-tile version from Iowa, its editor claimed that "hundreds of Iowa farmers have taken a liking to barns of this design."

Yet within a decade editorial and other support for the barns had evaporated, and today the traveler sees few round barns across the state. Despite their relatively small number, however, one would be mistaken to dismiss the round barn as some fleeting expression of Americans' past eccentricity. Its story, in fact, illustrates far more — namely, the experimental phase of a movement that aimed to make farm practices more efficient and economical.

What we think of as the "traditional" Iowa farm has in fact always known constant change. Today the farmstead is increasingly horizontal, as farmers embrace long, sleek, metal, single-story pole buildings for housing their machinery or mechanized hog-raising operations. This visible recent trend, however, obscures a gradual and more fundamental change spanning several generations: farmers' adoption of the circular form for buildings and structures. If farmers of the 1880s could return to view the farm of the 1980s, many, if not most structures would appear to them strange and bewildering. They would find buildings broken up and softened by infusions of circular buildings and structures from silos to slurry tanks, from grain bins and feed-mixing bins to corn cribs and water tanks. Among the earliest, and certainly the most spectacular agricultural uses found for the circular form came when farmers introduced the round barn to the farm. . . ." (p. 2)

". . . The barns appeared during two periods in Iowa — the 1800s and the years between 1905 and 1920. Additional patterns emerge if this broad trend of construction is broken down into types of round barns: octagon, true-round, and other polygonal barns- Octagon barns completely dominated the first period, while true-round barns prevailed during the second. Other polygonal barns — the six, ten, twelve, and sixteen-sided varieties — could be found scattered throughout both periods, though most were built between 191 0 and 1920. . . ." (p. 3)

"The enthusiasm for building round barns in Iowa coincided with two surges of general barn-building. One wave of barn construction in Iowa that peaked in the early 1890s overlapped a time of round barn popularity, and a second peak, occurring about 1910, came exactly when round barn construction hit full stride. The fortuitous correspondence between general barn construction and interest in the round barn may explain why the state has so many good examples of this unusual building." (p. 5)

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THE RURAL ELECTRIFICATION ADMINISTRATION

Thomas Alva Edison harnessed the power of electricity in the late nineteenth century. In 1879 he invented the incandescent lamp. By 1882 he had opened the Pearl Street Station, generating and delivering electricity throughout New York's lower Manhattan district. By the turn of the twentieth century, every major American city had electricity. It spread rapidly to smaller cities and towns. But power companies considered the prospect of extending power lines to rural areas too expensive. So rural America did not participate fully in this technological advance. Only 15 percent of rural Americans had electricity in 1920. That situation contributed to a growing estrangement between urban and rural Americans.

The Rural Electrification Administration (REA) was established in 1935 as one of the Roosevelt administration's New Deal programs. It provided loans for rural Americans to form cooperatives that could supply electricity to rural areas. During the depths of the Great Depression, many rural Iowans came up with the five-dollar fee to join their newly authorized local Rural Electric Cooperative. Then they went out and purchased irons, radios, washing machines, and vacuum cleaners. By 1940, 40 percent of Iowa farms had electricity. This jumped to 90 percent by 1950.

The everyday lives of rural Iowans changed drastically overnight when electricity arrived. Farms became more productive. Much of the drudgery was removed from housework. And radios — next to electric irons the most popular of all electric appliances in the 1930s — brought entertainment and information into the living rooms of rural Iowans, breaking down some of their feelings of isolation from the modern world.

OTHER FACTS:

- The first day that cooperative lines carried power to an Iowa farm was in December 1936, when the Boone Valley Electric Cooperative energized its lines.

- The first loan approved by the REA for construction of a generating plant went to the Federated Cooperative Power Association of Hampton, Iowa, which began supplying electricity to customers in March 1938. The plant still stands.

- During WW II, the REA instituted a REA Production Award to draw attention to the ways electricity could boost wartime production on the farm. The first winner, in 1943, was the Ralph Childs family from Delaware County, Iowa, a member of the Maquoketa Valley Rural Electric Cooperative.

- A survey found that of the members of a rural cooperative less than one year old: 84.3% had purchased electric irons and radios, 63.2% washing machines, 48.2% vacuum cleaners, 35.5% toasters, 27.1% electric motors, and 16.2% electric water pumps.

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SNAKE ALLEY

BURLINGTON, IOWA

Snake Alley, connecting Burlington's downtown business district and the shopping area on North Sixth Street, is called the "Crookedest Street in the World." Constructed in 1894 as an experimental street design, Snake Alley was listed in Ripley's Believe it or Not and rivals San Francisco's famous Lombard Street for the "Crookedest" title.

Three German immigrants designed and constructed the road, reminiscent of the streets in their European birthplaces. Burlington, built in a valley, had to develop roads that climbed the steep hills surrounding the town. Snake Alley was built to provide a direct route up one of the hills, climbing a nearly perpendicular slope through its repeated switchbacks that reduce the grade.

Burlington legend says that fire horses were tested with a gallop up the alley. Horses still breathing after ascending the curves were judged worthy of pulling the city's fire equipment.

Snake Alley was listed on the National Register of Historic Places in 1974. Several homes bordering the alley date to the 1850s, 1860s, and 1870s, and give a Victorian feel to the winding street.

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The Surf Ballroom & Buddy Holly

Clear Lake, Iowa

The February 3, 1959, headline of almost every Iowa newspaper blared the death of Buddy Holly, the 22-year-old rockabilly legend famous for such hits as "Peggy Sue." Holly, along with co-performers Ritchie Valens and the "Big Bopper," and Iowa pilot Roger Peterson, died when their plane crashed outside Mason City. The musicians had just played for more than 1,000 fans at the Surf Ballroom in Clear Lake.

The Midwest was Holly's stronghold of fans, partly because of his extensive touring of small towns. But small towns didn't mean small audiences. Holly and other rock 'n' roll bands always drew large, enthusiastic crowds from surrounding areas.

Iowans have not forgotten this rock idol. Each February, a memorial concert revives fifties and sixties music in the Surf Ballroom. Pilgrims in bobby socks and greased-back hair converge on Clear Lake from all over the world, proving that Buddy Holly's style of music can still pack the house.

OTHER FACTS:

- Charles Hardin Holley was born in Lubbock, Texas, on September 7, 1936. His mother nicknamed him "Buddy." The "e" in Holley was later left off a recording contract and the spelling stuck.
- In 1957, Holly put together "The Crickets," which included at different times: Jerry Allison, Larry Wellborn, Niki Sullivan, Joe B. Mouldin, and Tommy Allsup. The name would later inspire four youths from Liverpool to name their band "The Beatles."
- Eight singles were released by Holly and The Crickets, two of which — "Peggy Sue" and "That'll Be the Day"— sold over a million and a half copies. Two other Holly songs recorded without the Crickets — "It Doesn't Matter Anymore" and "Raining in my Heart"— were released after his death.
- Holly biographer John Goldrosen considered the Midwest "prime territory for rock 'n' roll stage shows." He writes, "Even the small Midwestern towns of 25,000 to 100,000 had large ballrooms which were usually filled by crowds wholly out of proportion to the size of the local population." Holly and The Crickets played in several Iowa towns, including Council Bluffs, Decorah, Davenport, Fort Dodge, Oelwein, and Waterloo.
- The Iowa plane crash was memorialized in Don McLean's song "American Pie" as "the day the music died."
- The first Surf Ballroom opened its doors on April 17, 1934, and hosted a number of famous acts, including Benny Goodman, Duke Ellington, Guy Lombardo, and Cab Calloway. This building burned to the ground in 1947. The Surf was rebuilt later that year a few hundred yards from the original site. The Surf continued to host big names, but the style of music began to shift from big band to rock.
- The first Buddy Holly Memorial weekend in Clear Lake was held in 1978, organized by a local radio station. A memorial has been erected near the entrance to the Surf Ballroom and a nearby street has been renamed "Buddy Holly Place."

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TOOLESBORO INDIAN MOUNDS NATIONAL HISTORICAL LANDMARK

Toolesboro Indian Mounds National Historic Landmark, near Wapello, Iowa, is administered by the State Historical Society of Iowa. The Toolesboro Mounds are a physical manifestation of the Hopewell mortuary traditions of the Middle Woodland period of Iowa prehistory. Characterized by conical burial mounds, the Toolesboro mounds date to around 1 A.D.

Hopewell sites like those at Toolesboro often contain elaborately crafted artifacts from exotic raw materials such as copper from the Great Lakes, obsidian from the Rocky Mountains, mica from the Appalachians, and conch shell from the Gulf Coast. These materials indicate an elaborate trade network stretching from Minnesota and Wisconsin to Florida and from Iowa to New York. Artifacts such as copper awls and axes, effigy pipes, human and animal figures carved from stone, and finely made chipped stone spear points are common at such sites.

Most of the original mounds at Toolesboro were destroyed during excavations in the late 1800s. Two mounds are preserved intact. This site, like all prehistoric burial sites, is now protected under Iowa law.

Toolesboro has a park, a reconstructed prairie, 14 acres of woodlands, and a visitors' center. It's open daily, noon to 4 p.m from Memorial Day weekend through Labor Day weekend; noon to 4 p.m., Labor Day through October 31. Free admission. To schedule group tours or for details, call 515-281-7650.

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WOODBURY COUNTY COURTHOUSE
SIOUX CITY, IOWA

It was called an "architectural experiment . . . unusual and extreme" and it was unwanted by many citizens of Woodbury County. Despite the objections, the county board of supervisors proceeded with the plans for a new courthouse. The board's aim was to build a courthouse that would rival all other courthouses in Iowa with its architectural boldness. On January 5, 1915, the board approved Sioux Citian William L. Steele's initial courthouse proposal, with its Gothic Revival style of architecture.

After gaining the board's approval, Steele turned to his Minneapolis colleagues George Elmslie and William Gray Purcell; together the three drafted a new design proposal based on their collaboration. The new sketches showed a brick building 10 stories high. The upper six floors featured an office tower rising from the 60-foot-high base that contained the main offices. The board officially accepted the sketches on December 7, 1915.

In February of 1916, the board awarded the construction contract to the Minneapolis firm Splady, Albee and Smith. Construction soon began, and on July 10, 1916, the cornerstone was laid. The building was completed on March 1, 1918, at a cost of about $850,000.

The Woodbury County Courthouse is the largest public building designed by a "Prairie School" architect. Inspired by the American prairies, this architectural style emphasizes horizontal lines, earth tones, and harmony between indoor and outdoor elements.

The focal point of the courthouse is the entrance with its mighty mosaic figure that stands for the spirit of law. Classical features include columns on the west side and the dome of the rotunda. Native American influences are contained in the terra cotta carvings. Carved buffalo heads on the rear of the building and a spread-winged eagle atop the tower suggest the vitality of the westward movement.

Today, more than seventy-five years later, the building remains mostly unaltered, and stands as an outstanding example of modern common sense and architectural accomplishment — and as a testament to the enthusiasm of its early supporters.

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Quick IOWA Facts

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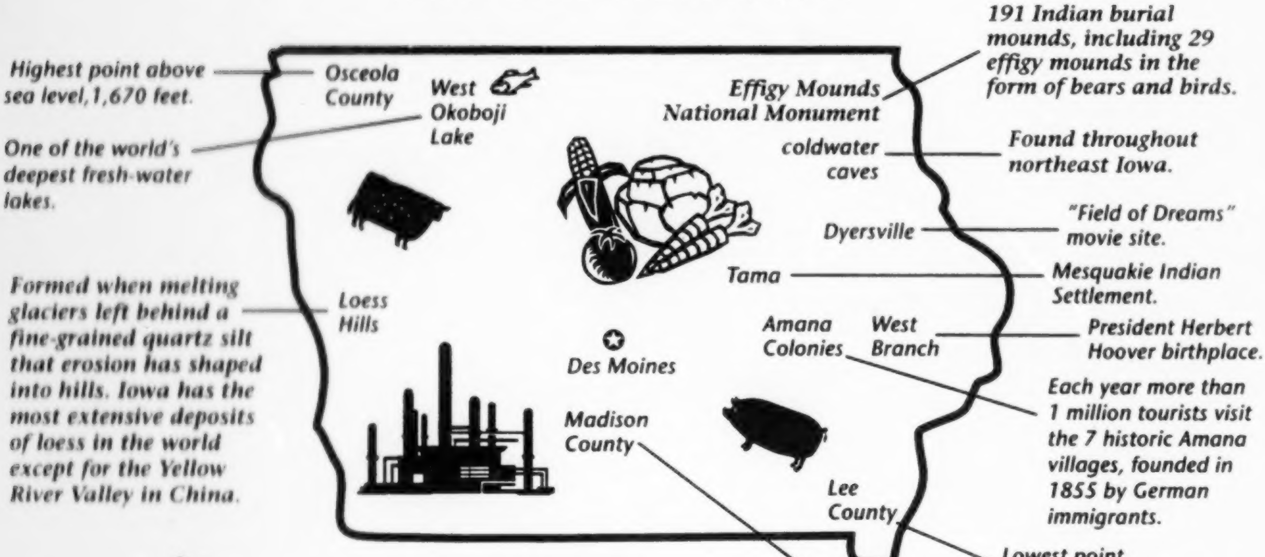

Highest point above sea level, 1,670 feet.
Osceola County
West Okoboji Lake
One of the world's deepest fresh-water lakes.
191 Indian burial mounds, including 29 effigy mounds in the form of bears and birds.
Effigy Mounds National Monument
coldwater caves
Found throughout northeast Iowa.
Dyersville
"Field of Dreams" movie site.
Tama
Mesquakie Indian Settlement.
Formed when melting glaciers left behind a fine-grained quartz silt that erosion has shaped into hills. Iowa has the most extensive deposits of loess in the world except for the Yellow River Valley in China.
Loess Hills
Amana Colonies
West Branch
President Herbert Hoover birthplace.
Des Moines
Each year more than 1 million tourists visit the 7 historic Amana villages, founded in 1855 by German immigrants.
Madison County
Lee County
Lowest point above sea level, 477 feet.
Covered bridges; movie site of "The Bridges of Madison County."

LAND AREA:
56,275 square miles

POPULATION:
2,776,755 (1990 federal census)

BORDERS:
Minnesota (north) Missouri (south)
Mississippi River (east) Missouri River (west)
Big Sioux River (northwest)

State motto:

"Our Liberties We Prize And Our Rights We Will Maintain"

State symbols:

- flower – wild rose
- tree – oak
- song – "The Song of Iowa"
- bird – eastern goldfinch (also known as American goldfinch)
- rock – geode

Capital:

Des Moines

Sites of national significance:

- Herbert C. Hoover Presidential Library and Museum, West Branch
- Herbert C. Hoover Birthplace, West Branch
- Amana Colonies, Iowa County
- Living History Farms, Urbandale
- Effigy Mounds National Monument, near Marquette

Sites that people like to visit in Iowa:

- Amana Colonies
- Covered bridges of Madison County
- "Field of Dreams" movie-filming site near Dyersville
- "Albert the Bull" at Audubon
- "Pocahontas" at Pocahontas
- Boone and Scenic Valley Railroad, in Boone County
- Garden Grove and Mount Pisgah Mormon camp sites
- Lake Rathbun, Lake Red Rock, Saylorville Lake, Coralville Lake
- Iowa State Fair in Des Moines
- Villages of Van Buren, in Van Buren County
- Mesquakie Pow Wow near Tama
- Midwest Old Threshers Reunion, Mount Pleasant
- Hobo Days, Britt

U.S. presidents born in Iowa:

Herbert Clark Hoover, president from 1929 to 1933

U.S. vice-presidents born in Iowa:

Henry Agard Wallace, vice president from 1941 to 1945

Iowans who have served on the United States Supreme Court:

Samuel Freeman Miller, served from 1862 to 1890

Iowans of national recognition:

Norman Borlaug, winner of the Nobel Peace Prize in 1968
Carrie Lane Chapman Catt, leader in the campaign for woman suffrage
James Van Allen, nuclear physicist, discovered the Van Allen Belt
John L. Lewis, labor leader, organized the Congress of Industrial Organizations
Jessie Field Shambaugh, originator of the 4-H Club movement
Grant Wood, artist, best known for the painting "American Gothic"
George Washington Carver, African-American agricultural scientist, educated at Simpson College and Iowa State University
Nellie Verne Walker, noted sculptor, created the statue of Keokuk
Mary Louise Smith, first woman to be chairperson of a national political party
George Gallup, creator of the polling technique that bears his name
Annie Turner Wittenmyer, leader of the Sanitary Commission during the Civil War
William F. "Buffalo Bill" Cody, scout, hunter, and creator of the "Wild West Show"
Abigail Van Buren (Dear Abby) and Ann Landers, widely-read advice columnists in newspapers

Native American Indian groups who have lived in Iowa:

Ioway – various areas within what is now Iowa
Mesquakie – moved in from eastern areas and lived along the Mississippi River; settlement in Tama
Sac – moved in from eastern areas and lived along the Mississippi River
Winnebago – moved in from Wisconsin and lived in northeast Iowa
Pottawattamie – moved in from Michigan and lived in southwest Iowa
Sioux – moved in and out of northwest Iowa

Name: **Date:**

Iowa Facts Worksheet

Population: ______________________ Rank in U.S.: ______________________

Area: ______________________ Rank in U.S.: ______________________

Capital: ________________________________

Nickname: ______________________________

Flower: ______________________________

Bird: ______________________________

Tree: ______________________________

Flag: (describe) ____

Motto: ____

Latitude of Des Moines: ______________________________

Longitude of Des Moines: ______________________________

Eastern boundary: ______________________________

Western boundary: ______________________________

Governor: ______________________________

Number of counties: ______________________________

Date Iowa became a state: ______________________________

____________ State to join the Union

Surrounding states: ____

____

Indian tribe still owning land in Iowa: ______________________________

Iowa Facts Worksheet

Answer Key

Population: 2,884,000 Rank in U.S.: 25

Area: 56,290 sq. miles Rank in U.S. 25

Capital: Des Moines

Nickname: Hawkeye

Flower: Wild Rose

Bird: Goldfinch

Tree: Oak

Flag: (describe) Three bands — blue, white, red; eagle with state motto

Motto: Our liberties we prize and our rights we will maintain

Latitude of Des Moines: Approx. 42° N

Longitude of Des Moines: Approx. 93°–94° W

Eastern boundary: Mississippi River

Western boundary: Missouri River

Governor: Terry Branstad

Number of Counties: 99

Date Iowa became a state: December 28, 1846

29th State to join the Union

Surrounding states: Illinois, Wisconsin, Missouri, Nebraska,

South Dakota, Minnesota

Indian tribe still owning land in Iowa: Mesquakie

Fun IOWA Facts

The hamburger was first introduced in Clarinda when a restaurant owner discovered a new way for making a sandwich by using ground beef. The Clarinda restaurant's chef who was from Hamburg, Germany, named the sandwich.

Since 1910 Iowa has led the nation in the percentage of people who can read and write. Iowa's literacy rate is 99%.

The Iowa Capitol Building has 27 fireplaces.

The Maytag washer was invented in 1907 in Newton by Howard Snyder and marketed by Fred L. Maytag.

William Morrison of Des Moines in 1890 built the first successful car in the United States. His electric car sat 12 people and traveled at 20 miles per hour.

In the United States, Iowa has the most per-capita participation of girls in high school competing in sports.

In 1835 when Stephen Kearney explored Iowa, the prairie grass was so high that the soldiers could tie knots of grass over the backs of their horses.

All of the Cornell College campus in Mount Vernon is listed on the National Register of Historic Places, and is the only campus in the U.S. to have that designation.

The oldest building in Iowa is a one-room school house on the Mathias Ham House Historic Site in Dubuque.

If all the shelves in the law library of the Iowa Capitol Building were laid end to end they would stretch more than 4 miles long.

The entire town of St. Donatus is listed on the National Register of Historic Places.

Most Iowa counties have a low population density: less than 50 people per square mile.

The Republican Party was first organized in Crawfordsville, Iowa.

The Cherry Sisters were vaudeville performers at the turn of the century. They were so bad that a net was used on stage to protect them against food and debris that the audience threw at them.

The first McDonald's restaurant in Iowa was opened in Davenport in 1958.

Fairfield was the second town west of the Mississippi to have electric lighting and the first in the nation to have a public power system.

The first sponsored kite tournament was held in 1926 in Sac City. There were 183 kites entered in the competition.

The first public highway in Iowa was built in 1849 in Lucas County.

Fun IOWA Facts

The first Iowa State Fair was held in 1854 in Fairfield with 16 counties participating.

Iowa has lost half of its top soil since pioneers first plowed the prairie.

The *Des Moines Register* has won more Pulitzer Prizes than any other newspaper in the country, except the *New York Times*.

Iowa's first train robbery took place in 1873 when Frank and Jesse James robbed a Rock Island train close to Adair and stole $3,000.

Iowa's first fire department was organized in Carroll in 1875 and had 20 members. The only firefighting equipment the department had were buckets.

The University of Iowa was the first public university in the United States to admit women and men on an equal basis.

In the late 1800s LeMars had a famous polo team.

It would cost over $1,000,000 to clean and preserve the Civil War flags showcased in the Capitol.

In 1940, Iowa's first city swimming pool was constructed in Cedar Rapids.

The dome of the Iowa Capitol building in Des Moines is covered with sheets of 23-carat gold. The sheets are so thin that 250,000 of them piled together would measure one inch high. The combined weight of all the sheets of gold on the dome is 100 ounces.

Hospice and Employee Assistance Program (EAP), two national programs contributing to the physical and mental well-being of Americans, were first developed in Iowa.

Iowa's Capitol building has a prairie boulder as its cornerstone. The stone was laid in 1871 and was 7 foot long, 3 foot wide, and 3 foot thick. Forty items were placed in the cornerstone which included $40 in gold and silver and a membership list of the Monroe Cornet Band.

Fifteen Iowans have served in the Cabinets of 13 presidents of the United States.

One of three places settled by the Icarians was Adams County. The group was the longest existing, non-religious, communal experiment in U.S. history.

The Duesenberg brothers operated a bicycle shop in Garner and later created the Dusenberg automobile.

The original Red Delicious apple was discovered as a chance seedling in Madison County in 1850 and it became the leading U.S. variety.

The Fenelon Place Elevator in Dubuque is the world's steepest and shortest railway.

Fun IOWA Facts

In the 1920s, Earl May started the radio station KMA in Shenandoah to promote his seed business and the station was heard worldwide.

An important event at the 1941 Iowa State Fair was the National Tall Corn Contest; the winning cornstalk was over 23 feet tall.

The art calendar industry originated in Red Oak. The Thos. D. Murphy Co. has been in business for over 100 years and is the leader in the advertising specialty field.

Cap'n Crunch Cereal was developed in the early 1960s in Cedar Rapids.

In 1881, Barnum & Bailey's Circus stopped in Cedar Rapids and displayed the first electric lights seen in Iowa.

The Hart-Parr Company in Charles City coined a new word in 1871 when they used "tractor" to describe their new machine in their advertisements. Hart-Parr was the founder of the tractor industry.

Iowans read more books per capita than in any other state.

Iowa is the first state to offer legal riverboat gambling.

Christian Nelson from Onawa invented the Eskimo Pie and teamed with confectioner Russell Stover to produce the Eskimo in 1920. Nelson also developed an insulated jug for selling Eskimo Pies at newsstands and by street vendors.

The *Quad-City Times* newsroom was the first all-electronic newsroom in the world.

There is only one town named Maquoketa in the world.

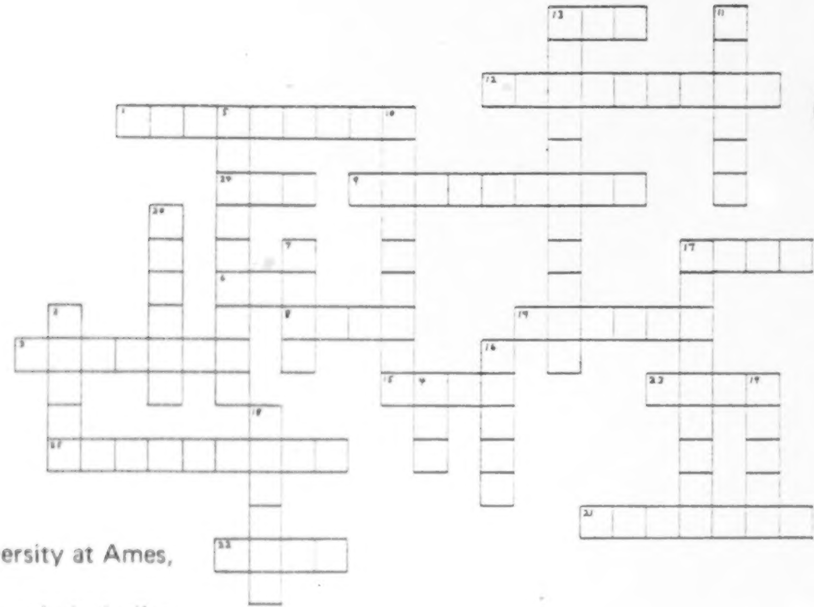
Snake Alley in Burlington has been called the crookedest street in the world by *Ripley's Believe It or Not*.

Iowa is the only state bordered by two navigable rivers.

Wright County has the highest percentage of grade-A topsoil in the U.S.

Puzzle

Page



ACROSS

1. Iowa's state bird
3. Nickname for an Iowan
6. Abbreviation of a land grant university at Ames, Iowa
8. The color of the sky on a warm windy Indian Summer day
9. The Indian chief of the Sac tribe, who is famous for initiating an Indian War in 1832. He lived in Iowa but the war took place in Illinois
12. The Jesuit Priest, who over 300 years ago with a party of explorers, was the first white to step on Iowa soil.
13. Of all the Indian tribes, who once lived in Iowa, this was the only one to return to the state and purchase land. This tribe still lives here today.
14. These animals howl at night and are relatives of the domestic dog
15. A person, a place or a thing, is this part of speech.
17. This man was a famous artist. He is probably most famous for his painting entitled "American Gothic" (last name only)
21. A person who forged ahead into the frontier to clear land and build settlements is called a ....
22. The name of the location where an agricultural business is pursued
23. When a person wants to travel from one city to another, the person usually travels on a ....
24. It is not a son, but the ....
25. The State of Iowa obtained this on December 28, 1846

DOWN

2. This man was an infamous robber. He is accredited with commiting the first train robbery in the United States. That robbery took place near Adair, Iowa (last name only)
4. Iowa's state tree
5. The capital of Iowa is ....
7. A three dimensional square is a ....
10. A favorite holiday in the fall, which is associated with witches and a full moon.
11. A man who came west very early to paint pictures of Indians. He painted pictures of many Indians in the Iowa area. His paintings are very famous today. His name is George ....
13. A city in the far southeastern corner of the state. Before it was a city there was the first defensive enclosure in the area which is now Iowa, located in that same area. The time was between 1807 and 1812.
16. The side that Iowa was on during the Civil War
17. The area which is now the state of Iowa was in this territory until 1836.
18. Iowa has received many immigrants from this Scandinavian country
19. This man was a Civil War General and was an engineer, who helped to plan the railroad which began at Council Bluffs, where he lived, and went to the west coast. Grenville ....
20. The season which follows fall is ....

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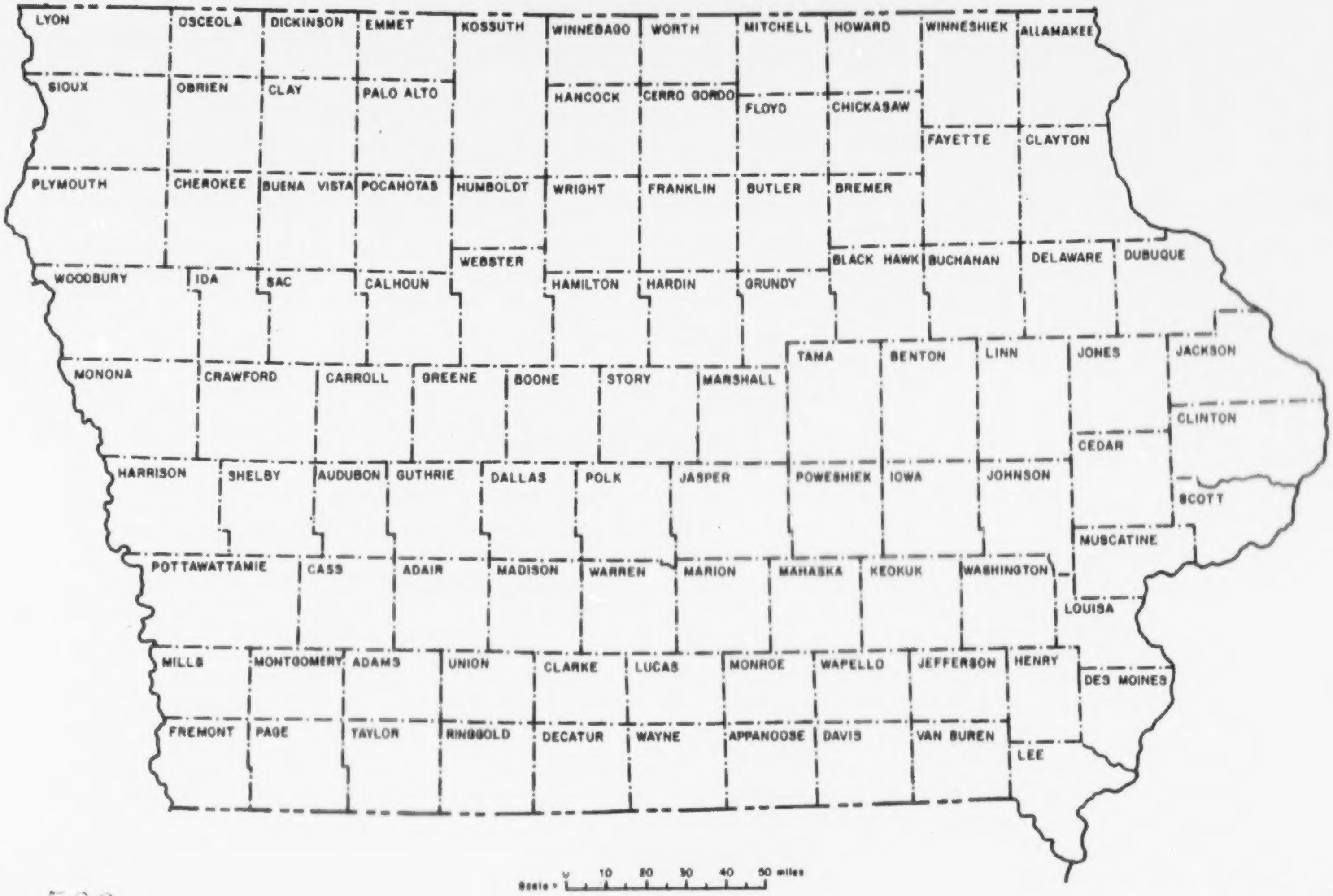
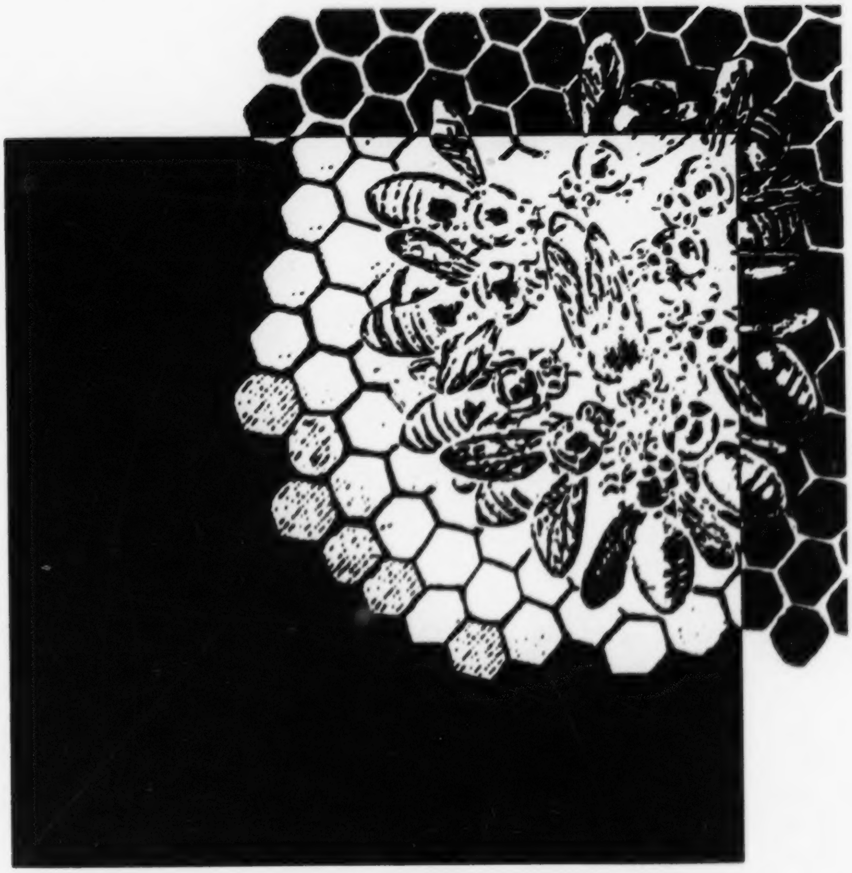
Basic Map of Iowa





PRAIRIE Voices...

Sense of Place:
An Interdisciplinary Framework

Developed by North Central Regional Educational Laboratory and Educators From Across the State of Iowa

During the late 1980s members of the Iowa Rural Advisory Council conceptualized the Sense of Place project and presented the idea to the North Central Regional Educational Laboratory (NCREL). The Council identified a dilemma that has been confirmed by the most recent census: Iowa has been facing a population decline for the past decade.

Though education alone cannot reverse this trend, education can become a strong force in helping students understand their heritage, their role in the community, and their place in the future. A sense of pride and security in their past will give students the roots and the knowledge they need in order to plan with confidence for their future.

In a joint effort with six Area Education Agencies in Iowa (Keystone, Grant Wood, Mississippi Bend, Southern Prairie, Western Hills, and Lakeland) NCREL began to plan the Sense of Place symposium. NCREL worked to develop broad project goals, identify participants, and lay the symposium groundwork. Members of the group agreed that the format for the curriculum should be decided by the educators attending the symposium. Rather than impose concepts on the teacher-participants, NCREL would act as a facilitator, securing information and speakers while enabling the practitioners themselves to develop the curriculum. NCREL would continue to coordinate all activities through the year.

In July 1994 the Sense of Place Symposium brought together teachers, administrators, and intermediate agency personnel from across the state of Iowa. The group hoped to develop a framework for the Sense of Place curriculum. The participants, who determined the direction of the project and its goals, were professionals working on a daily basis with students—some of whom eventually will leave Iowa in search of "the better life," and some of whom will remain to help shape the future of the state.

As one participant said: "We wanted to help the young people to base their decisions on the best possible information and also give them a connectedness with their community."

The discussion concerning the rationale for the curriculum was as diverse as the communities represented. Some of the participants came from urban areas; others lived and worked in very small towns. While some of the communities were experiencing economic growth, others were encountering employment problems. Several teachers worked with children coping with emotional problems caused by family situations; other teachers experienced this problem to a much lesser degree. This diversity gave the sense of place concept even more validity because it resonated with all the participants regardless of where they lived, what grade level they taught, or what experience they brought to the symposium.

The theme that emerged from the symposium was that this curriculum could be a tool to enhance students' skills, values, and self concept through an awareness, understanding, and appreciation of their local area. One of the teachers described it as the "global diversity nested doll approach": individual fi family fi school fi community fi world. A Sense of Place framework, as envisioned at the symposium, is a multifaceted approach to learning that acknowledges the value, distinctive characteristics, and needs of each student and community.

With these concepts in mind, participants developed a general curriculum framework that is appropriate and meaningful to each possible site. It involves: a statement of purpose, objectives, general topics, and proposed outcomes to be achieved by Sense of Place. The advantage of this structure is that it does not impose another activity on teachers, but is imbedded in the existing curriculum while also enriching and expanding it. At its best the Sense of Place curriculum is interdisciplinary and continually enhances the learning environment by using the students' own lives as a point of reference. It thus ensures meaningful learning.

An interwoven partnership linking the school, community, and students lies at the heart of the Sense of Place curriculum. This partnership helps young people develop a sense of appreciation for their heritage, stewardship for their area, and empowerment for their future. While each partner figured prominently in the goals, topics, and outcomes of the curriculum, the teacher's role is that of catalyst whose responsibility is to create an environment that encourages sharing between the community and its young citizens.

The curriculum framework that follows is a guide for developing specific lessons that reflect the uniqueness of each setting. The lessons that evolved are based on the interests/needs of the learners, research resources available, community resources/needs, and the educational environment. This approach takes into account that a valuable and exciting lesson in Sioux City may not be at all appropriate or feasible in Douds. Sense of Place is meant to provide teachers with a focus for their instruction and a vehicle with which to include others in the learning process.

The following purpose statement is the lens through which the project should be viewed:

"A Sense of Place, for an individual, is a connection between where you are and where you came from, which leads to where you will go. When explored through education and when involving communal dialogue and local resources, this connection will result in the students, school staff, and community developing an awareness, appreciation, and stewardship for their area."

NOTE: Study units generated by the "Sense of Place" Project are integrated with the lesson plans in section 3 of this binder.

Educators participating in development of this project:

Louise Thurn	Keystone Area Education Agency Elkader, Iowa
Bonnie Schoentag	Starmont Middle School Arlington, Iowa
Ellen Howard	Starmont Middle School Arlington, Iowa
Marlene Gaston	Mississippi Bend Area Education Agency, Bettendorf, Iowa
Mike Macklin	Maquoketa Middle School Maquoketa, Iowa
Cindy Wiese	Maquoketa Middle School Maquoketa, Iowa
Jim Davis	Grant Wood Area Education Agency Cedar Rapids, Iowa
Jeff Foster	Mid-Prairie Junior High School Kalona, Iowa
Diane Allen	Mid-Prairie Junior High School Kalona, Iowa
Susan Sax	Mid-Prairie Junior High School Kalona, Iowa
Lori Grimm	Southern Prairie Area Education Agency, Ottumwa, Iowa
Paula Countryman	Van Buren Elementary School Douds, Iowa
Marlene Sprouse	Albia High School, Albia, Iowa
Dr. Bruce Hopkins	Western Hills Area Education Agency, Sioux City, Iowa
Dr. Judy VanMiddendorp	Western Hills Area Education Agency, Sioux City, Iowa
Jeanette Hopkins	Roosevelt Middle School Cherokee, Iowa
Jani Jo Simonsen	West Middle School, Sioux City, Iowa
Mary Maly	Lakeland Area Education Agency Cylinder, Iowa
David Johnson	Lakeland Area Education Agency Cylinder, Iowa
Diane Dean	Okoboji High School, Milford, Iowa
Bob Duncan	Okoboji High School, Milford, Iowa
Owen Primavera	Okoboji High School, Milford, Iowa

Iowa Writing Project Teachers:

Tony Tremmel	Crestwood Junior High School Cresco, Iowa
Diane Janicki	Fair Oaks Middle School Fort Dodge, Iowa

North Central Regional Educational Laboratory (NCREL) staff:

Mary Anderson	NCREL, Oak Brook, Illinois
Lynne Huske	NCREL, Oak Brook, Illinois

PRAIRIE *voices...*

Recommended Readings in Iowa History

This list is an impressionistic, subjective selection of standard works in Iowa history. It has evolved as a resource for new staff members of the State Historical Society of Iowa. We've picked those selections we believe to be seminal works in various areas in state history, recognizing that others could also be included. We've assigned categories, also recognizing that many articles appear on this list largely because they cross boundaries and make connections among several fields of inquiry.

This is a growing, changing list. If you have suggestions for additions or deletions, please let us know.

GENERAL

Sage, Leland. *A History of Iowa.* (Ames, 1974). The current standard college-level overview textbook. Detailed picture especially of political and economic trends.

Schwieder, Dorothy, ed. *Patterns and Perspectives in Iowa History.* (Ames, 1973). A collection of articles highlighting important subject areas in Iowa history.

Schwieder, Dorothy. "Iowa: The Middle Land." In *Heartland: Comparative Histories of the Midwestern States.* (Bloomington, Ind., 1988). Summarizes in one chapter the key themes to Iowa's past. If you read only one general work, read this one.

Wall, Joseph. *Iowa: A Bicentennial History.* (New York, 1978). A personalized essay on Iowa development. A briefer look at important themes.

SUBJECT HISTORIES

State and local history:

Gardner, James B. and George Rollie Adams, eds. *Ordinary People and Everyday Life: Perspectives on the New Social History.* (Nashville, TN 1983).

Marty, Myron and David Kyvig. *Nearby History.* (Nashville, TN 1982).

Agriculture:

Bogue, Allan. *From Prairie to Cornbelt: Farming on the Illinois and Iowa Prairies in the Nineteenth Century.* (Chicago, 1963).

Friedberger, Mark. *Farm Families and Change in Twentieth Century America.* (Lexington, KY, 1988).

Sage, Leland. "Rural Iowa in the 1920s and 1930s: Roots of the Farm Depression," Dorothy Schwieder, "Rural Iowa in the 1920s: Conflict and Continuity," and Joseph F. Wall, "The Iowa Farmer in Crisis, 1920-1936."
All in the *Annals of Iowa* 47 (1983): 91-127.

Town building:

Atherton, Lewis. *Main Street on the Middle Border.* (1954; reprint; Bloomington, Ind., 1984).

Morain, Thomas. *Prairie Grass Roots: An Iowa Small Town in the Early Twentieth Century.* (Ames, 1988).

Modernization:

Danbom, David. *The Resisted Revolution: Urban America and the Industrialization of Agriculture, 1900-1930.* (Ames, 1979).

Kirschner, Don. *City and Country: Rural Responses to Urbanization in the 1920s.* (Westport, Conn., 1970).

Indians:

Bataille, Gretchen; David Gradwohl, and Charles Silet, eds. *The Worlds Between Two Rivers: Perspectives on American Indians in Iowa.* (Ames, 1978).

Green, Michael. "'We Dance in Opposite Directions': Mesquakie (Fox) Separatism from the Sac and Fox Tribe." *Ethnohistory* 30 (1983): 129-40.

McTaggart, Fred. *Wolf That I Am: In Search of the Red Earth People.* (1976; reprint; Norman, Okla., 1984).

Women:

Fink, Deborah. *Open Country, Iowa: Rural Women, Tradition and Change.* (SUNY Press, 1986).

Lensink, Judy. *"A Secret to be Burried": The Diary and Life of Emily Hawley Gillespie, 1858-1888.* (Iowa City, 1989).

Noun, Louise. *Strong-Minded Women: The Emergence of the Woman-Suffrage Movement in Iowa.* (Ames, 1969).

Riley, Glenda. *Frontierswomen: The Iowa Experience.* (Ames, 1981).

Politics:

Dykstra, Robert. "Iowa—Bright Radical Star." In *Radical Republicans in the North: State Politics During Reconstruction.* Ed. James C. Mohr. (Baltimore, 1976).

Jensen, Richard J. *The Winning of the Midwest: Social and Political Conflict, 1888-1896.* (Chicago, 1971; especially chapter 4, "Iowa, Wet or Dry?")

Winebrenner, Hugh. *The Iowa Precinct Caucuses: The Making of a Media Event.* (Ames, 1987).

Radical tradition:
Cumberland, William. "The Red Flag Comes to Iowa," *Annals of Iowa* 39 (1968): 441-54.

Scharnau, Ralph. "The Knights of Labor in Iowa," *Annals of Iowa* 50 (1991): 861-91.

Stromquist, H. Shelton. "Town Development, Social Structure, and Industrial Conflict." In *A Generation of Boomers: The Pattern of Railroad Conflict in Nineteenth-Century America.* (Urbana, Ill., 1987).

African Americans:
Bergmann, Leola Nelson. *The Negro in Iowa.* (1949; reprint; Iowa City, 1969).

Schwieder, Dorothy, Elmer Schwieder, and Joseph Hraba. *Buxton: Work and Racial Equality in a Coal Mining Community.* (Ames, 1987).

National History Education Network

The National History Education Network, headquartered at the University of Tulsa, is a coalition of organizations committed to strengthening history education in the schools. It serves as both a clearinghouse for information related to the teaching of history and an advocate for improved history education at the primary and secondary levels.

This directory of Network organizations gives information about the educational programs if its members. In addition, the Network published a quarterly newsletter, The Network News, that provides more detailed descriptions of materials, (magazines, books, pamphlets, videos, lesson plans) and opportunities (conferences, fellowships, workshops, summer institutes) available to history and social studies teachers. The newsletter is distributed to both organizations and individual members.

In its role as an advocate for history education, the Network undertakes to influence policy-making in the following areas:

- high school graduation requirements
- teacher certification requirements
- textbook adoption policies
- course and curriculum content requirements and guidelines
- history teaching and learning in community and cultural institutes

The Network promotes the professional development of history teachers by publishing information and coordinating activities that:

- support closer collaboration among primary and secondary school teachers, college and university history departments, schools of education, museums and historical organizations, libraries and archives, and other educational institutes.
- encourage colleges, universities, and professional organizations to recognize contributors to the promotion of history education
- publicize and promote professional and educational opportunities for precollegiate history teachers
- increase the services offered to precollegiate history teachers by professional association and other organizations
- identify and support strong preservice and graduate-level teacher certification programs
- identify and promote resources that foster deeper understanding of the histories of women and people of color

NATIONAL HISTORY EDUCATION NETWORK

American Association for Higher Education

American Association for State and Local History

American Council of Learned Societies

American Historical Association

American Studies Association

California History-Social Science Project

CHART

Friends of International Education

History Teaching Alliance

James Madison Memorial Fellowship Foundation

National Archives and Records Administration

National Center for History in the Schools

National Center for the Study of History

National Council for History Education

National Council for the Social Studies

National Council for Public History

National History Day

National Museum of American History, Smithsonian Institution

National Register of Historic Places

National Trust for Historic Preservation

Organization of American Historians

Organization of History Teachers

Phi Alpha Theta

PATHS/PRISM

Social Studies Development Center

Society for History Education

Southern Historical Association

Southwestern Pennsylvania Heritage Preservation Commission

U.S. Department of Education

Woodrow Wilson National Leadership Program for Teachers

World History Association

AMERICAN ASSOCIATION FOR HIGHER EDUCATION (AAHE)
Nevin Brown, Education Trust
American Association for Higher Education
One Dupont Circle, NW, Suite 360
Washington, DC 20036
202.293.6440
FAX: 202.293.0073

The Education Trust was created within the American for Higher Education to work toward simultaneous reform of the educational system on all levels, from kindergarten through postsecondary. Through its various initiatives, the Trust aims to strengthen the connections between K-12 and higher education at the local, state, and national levels and to increase significantly the number of poor and minority students in the nation's urban communities who successfully complete four years of higher education. Current goals include: connecting reform-minded educators with each other and with education activists from business and community groups; focusing higher education institutions on needed changes in the way they do business in order to support K-12 reform and improve student outcomes at the postsecondary level; improving government policy to provide support for collaborative systems reform.

AMERICAN ASSOCIATION FOR STATE AND LOCAL HISTORY (AASLH)
Patricia Gorden Michael, Executive Director
American Association for State and Local History
530 Church Street, Suite 600
Nashville, TN 37219-2325
615.255.2971

AMERICAN COUNCIL OF LEARNED SOCIETIES (ACLS)
Stanley Katz, President
Michael Holzman, Education
American Council of Learned Societies
228 East 45th Street
New York, NY 10017-3398
212.697.1505
FAX: 212.949.8058

The American Council of Learned Societies is a private organization that represents humanities scholarship in the United States, both domestically and internationally; that specifically represents over fifty constituent societies; and that seeks and provides support for research in the humanities. The members of its constituent societies include historians, literature specialists, economists, anthropologists-the full range of scholars in the arts, humanities and social sciences. For seventy-five years ACLS has supported the best research in the arts, humanities and social sciences, providing fellowships, organizing conferences, sponsoring publications. ACLS helped found the National Endowment for the Humanities. It manages the Fulbright Scholar program through the Council for International of Scholars, annually sending about one thousand scholars abroad and bringing an equal number here. Through the Committee on Scholarly Communication with China, ACLS has on office in Beijing. ACLS has equipped a library in Hanoi and trained its librarians and has recently begun a specialist institution for higher education in Ho Chi Mihn City. ACLS has been particularly active in Central and Eastern Europe during the recent transition, adding conferences and publications on constitutionalism there to its usual provision of specialty studies and language training in and for the area.

The ACLS Elementary and Secondary Schools Teacher Curriculum Development Project, now in its second year of actual work with teachers, schools, and universities, can be described as follows: The project

- familiarizes teachers with current research and methodologies in the humanities;
- encourages their development as teachers who have "the habit of scholarship;"
- disseminates those materials and supports its teacher-fellows as facilitators or similar efforts by their colleagues.

Given its broad intentions, the project varies enormously from place to place,1 but its essence is a system of workshops at university campuses, where teachers from public schools become familiar with contemporary objects of scholarly study and current methods by which those studies take place, learn how to remain in touch with those matters, and learn how to put their colleagues in tough with them also. The ACLS workshops provide teachers with an opportunity for reflection on their practice and their subjects; most importantly, the experience of scholarship is central to the design of each workshop. The content focus of this project has best taken advantage of the specific resources of ACLS as the organization has gained experience working with the public schools.

ACLS collaboratives are housed at Harvard, the University of Minnesota, the University of Colorado, and the University of California campuses at Los Angeles and San Diego. Sites at the University of Milwaukee-Wisconsin and the University of British Columbia are to be added for the 1994-95 academic year, the last year of funding under current grants. The collaboratives involve teachers in a broad range of districts: the Brookline Valley, Cherry Creek, Denver, and Weld school districts in Colorado; the Los Angeles and San Diego districts; Milwaukee; and a set of districts in British Columbia.

AMERICAN HISTORICAL ASSOCIATION
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Organized in 1884 and chartered by Congress in 1889, the American Historical Association is the nation's largest and oldest professional historical organization, bringing together nearly 5,000 institutions and 16,000 individuals form all geographical, chronological, and tropical specializations and all work contexts.

Early evidence of the Association's concern with K-12 teaching was the role played by AHA leadership in the Committee of Ten (1893), the Committee of Seven (1889), the Committee of the

continued

Social Studies (1916), the AHA Commission (1929-34), and the establishment in 1969 of the AHA's Education Project, funded by the Office of Education. The revision of the AHA's constitution in 1974 included the establishment of the Teaching Division, the only elected body in the profession specifically charged with developing teaching programs.

Current efforts under the direction of the Teaching Division include:

- A special joint K-12 membership packet with the Organization of History Teachers and the Society for History Education.
- Adopting a statement on diversity in teaching and guidelines for the preparation of secondary school history teachers.
- Sponsoring the Eugene Asher Distinguished Teaching Award (with the Society for History Education), the Nancy Lyman Roelker Mentorship Award, and the James Harvey Robinson Prize (for outstanding teaching aid)
- Sessions on teaching and a luncheon for Advanced Placement history teachers at the annual meeting and a special invitation and registration category for K-12 teachers
- Cosponsorship of regional teaching conferences
- Publication of pamphlet series—"The New American History," "Global and Comparative History," "The Columbian Encounter," "Diversity within America," and "Bicentennial Essays on the Constitution"—as well as individual pamphlets such as "Teaching History with Film and Television"
- The "Teaching Innovations" column in Perspectives and the publication on an anthology of columns in *History Anew: The Teaching of History Today*
- Special projects such as the Historian and the Moving-Image Media Project (funded by NEH), which included workshops, a video compilation and the teacher's guide, and a monograph
- Cosponsorship (with the American Political Science Association) of the Bill of Rights Education Collaborative (funded by the Pew Charitable Trust)
- Participation in the development of the framework for the 1994 National Assessment of Educational Progress and of national history standards
- Participation in various collaborative projects including the National Commission on the Social Studies and the Social Science Associations Task Force
- Establishment with the Organization of American Historians of the National History Education Network
- Cosponsorship with the Organization of American Historians and the National Council for the Social Studies of the History Teaching Alliance
- Cosponsorship of National History Day, including certificates for all teachers in the state and national contests and complimentary memberships to the teachers of all first place winners at the national contest

Related projects include:

- The development and publication of Liberal Learning and the History Major, which addresses the preparation of K-12 history teachers, as part of the Association of American Colleges and Universities' project on Liberal Learning, Study in Depth, and the Arts and Sciences Major
- Participation in Syracuse University's project on Institutional Priorities and Faculty Rewards, including the publication of "redefining Historical Scholarship," the report of the AHA Ad Hoc Committee on Redefining Scholarly Work, which addresses the rewards for school/university collaboration

The Teaching Division is trying to develop two new prizes for teaching (one for K-12), has begun planning for a conference and related programs on conceptualizing the world history course, and is working on several new pamphlets, including a revision of Preparation of Secondary School Teachers.

AMERICAN STUDIES ASSOCIATION (ASA)
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Chartered in 1951, the American Studies Association has approximately 4,000 members representing many fields: history, literature, religion, art, philosophy, music, science, folklore, ethnic studies, anthropology, material culture, museum studies, sociology, government, communications, education, library science, gender studies, and popular culture. Members approach American culture form many directions but have in common the desire to view America as a whole rather than from the perspective of a single discipline. One goal of the Secondary School Task Force of the ASA is to become a clearing house for information about program development and curriculum at the secondary level. In 1993 this Task Force began a project of surveying secondary school faculty to gather information about content and format of American Studies curricula. The ASA annual meeting includes a day's worth of workshop presentations by secondary school teachers. The ASA in collaboration with the Organization of American Historians, the European Association for American Studies, the others to establish an international clearinghouse newsletter, Connections, that will link public historians, museum scholars, archivists, teachers and others involved with the study of

American history and culture. The newsletter will list a wide variety of opportunities: for exchanges of housing and teaching responsibilities; for collaborative research projects; for graduate study abroad; for sharing books, ideas, exhibition materials, and course syllabi.

CALIFORNIA HISTORY-SOCIAL SCIENCE PROJECT (CH-SSP)

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The California History-Social Science Project (CH-SSP) is dedicated to the professional development of teachers of history-social science. Our programs provide teachers with time and resources to engage in research in history, geography and other social sciences. Post secondary faculty work closely with the teachers, collaborating as a team in a collegial environment. Techniques of active inquiry are incorporated into the teachers' research and resulting lesson plans, in order to bring history-social science to life for their knowledge, experience, and exemplary teaching strategies. We believe that both the post-secondary and K-12 teachers benefit from this collaboration; each group has much to contribute to the professional development of the other. The project places special emphasis on meeting the needs of teachers and students from traditionally underrepresented groups, and of students with limited English proficiency. We also look for ways to draw upon the strengths inherent in the diversity of our society, and look in depth at the diverse backgrounds of the students in California schools, their cultures, and the historical forces that created our modern multicultural society. Like the other California Subject Matter Projects, we are centrally concerned with developing and supporting teacher leadership. Fellows of the CH-SSP go on to take leadership roles in their schools and districts, in professional organizations and statewide committees, and within the CH-SSP itself. The ten regional sites of the CH-SSP are located at university campuses across California, where teachers have access to campus resources, such as the libraries, multi-media labs, and archives. Each site runs a three-week summer institute for teachers' many also offer a variety of year-round activities such as workshops, seminars, and extension courses. If you would like to learn more about the California History-Social Science Project and opportunities for teacher involvement in creating a dynamic educational environment, tell us about yourself and we'll put you on our mailing list.

COLLABORATIVES FOR HUMANITIES AND ARTS TEACHING (CHART)

CHART NETWORK MEMBER

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Sponsored by the Connecticut Humanities Council, and Hartford, New London, and Norwich School Systems, the Connecticut Humanities Alliance (CHA) is a collaboration among university scholars, teachers, and the professional staff of area museums to strengthen professional development for teachers and curriculum development in the humanities with a particular emphasis on history. CHA is state-wide program promoting innovative approaches to teaching the humanities in Connecticut schools. Begun in 1989, the project seeks to build formal alliances between urban school systems, universities, museums, and other cultural institutions and philanthropies. These alliances seek significant educational change at the local level through curriculum reform that is interdisciplinary in nature, focused in orientation (i.e., which abandons the notion of "coverage" in favor of in-depth consideration of a more manageable number of important topics and themes), directly relevant to the interests and backgrounds of the student served, and perhaps, above all, teacher-centered in construction and implementation. Currently, the CHA consists of two programs: the Hartford Humanities Alliance and the New London/Norwich Humanities Alliance. The Hartford program, winner of the National Council for the Social Studies' 1992 National Award for Excellence and the Schwartz Prize for the best humanities council project in the nation in 1993, involves system-wide professional development for teachers and implementation of new curricula on local history to 1865 (fourth grade), migration in the United States, 1865-present (fifth grade), and cities as windows into world history (sixth grade). In New London and Norwich similar professional development in the humanities has led to the development of "World History, Language and Culture," an interdisciplinary world history, literature, art, and music curriculum for ninth-grade students. CHA also holds summer implementation institutes for programs already in place and is preparing to expand those programs to other communities in the State. Major funders of the Connecticut Humanities Alliance include the Rockefeller Foundation, the Hartford Foundation for Public Giving, the Old State House Association, the National Endowment for the Humanities, the Aetna Foundation, the Travelers Foundation, the Ensworth Charitable Trust, and the Palmer Fund.

CHART NETWORK MEMBER

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New Mexico Currents—Hispanic Culture Foundation
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New Mexico Currents is a public, nonprofit organization incorporated in 1983 to identify, preserve, and enhance the arts and humanities rooted in New Mexico's 400 year-old Hispanic heritage through programs of education and technical assistance. The Hispanic Culture Foundation is compiling a document based on units, lesson plans, and other curriculum materials developed over the past three to four years by the eleven elementary, middle, and high schools participating in the New Mexico Currents program; the document will be submitted to the New Mexico State Department of Education for dissemination statewide after June 1994. Much of the material contained in this document will relate to history education since the original theme of the Currents program was "Streams of History: Our Schools, Our Communities, Ourselves."

CHART NETWORK MEMBER

Dennis Lubeck/Sheila Onuska
International Education Consortium
1615 Hampton Avenue

continued

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The International Education Consortium (IEC) is a not-for-profit agency providing St. Louis Metropolitan area staff development programs and resources in the arts and humanities that emphasize international and multicultural education. IEC projects include:

- A resource center of print and video materials for teachers and classroom use; a catalogue of items is available
- Programs for teachers ranging from after school seminars on timely topics to one-day workshops to summer institutes of varying length
- A newsletter
- The world since 1850: Reconceptualizing World History"—a four-week summer institute offered in cooperation with Washington University and funded by the National Endowment for the Humanities
- A curriculum project, funded by the United States—Japan Foundation, to develop curriculum on Japan by providing seminars and travel to Japan for twenty teachers from St. Louis and East St. Louis
- The Nineteenth Century: A Global Perspective"—week-long institute for thirty teachers funded by the Woodrow Wilson National Fellowship Foundation
- An examination of the implications of national standards for St. Louis and Missouri
- Free at Last: African American History through Documents"—supported by the Woodrow Wilson National Fellowship Foundation and presented by Leslie Rowland, Freedman and Southern Society Project
- History Reading Seminary on Race in America—three after school sessions using published works

FRIENDS OF INTERNATIONAL EDUCATION (FIE)
Dorothy Goodman, Chair
Friends of International Education
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HISTORY TEACHING ALLIANCE (HTA)
Christine Compston, Director

The History Teaching Alliance supports the development and implementation of content-based collaboratives that bring together elementary and secondary school teachers, museum educators, public historians, and college and university faculty. The Alliance assists with designing collaboratives, drafting proposals, identifying potential funders, implementing programs, and evaluating projects. The Alliance serves as a clearinghouse for information about history collaboratives and plans to publish a handbook on how to establish and sustain a local collaborative.

FELLOWSHIP JAMES MADISON MEMORIAL FOUNDATION (JMMFF)
James M. Banner, Jr., Director of Academic Programs
James Madison Memorial Fellowship Foundation
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The James Madison Memorial Fellowship Foundation, a federally endowed program designed to strengthen instruction about the Constitution in the nation's schools, awards fellowships for graduate study of the framing and history of the U.S. Constitution to outstanding in-service secondary school teachers of American history, American government, and social studies in grades 7-12 and to outstanding college seniors and college graduates who intend to become secondary school teachers of the same subjects. At least one fellowship is awarded annually through nationwide competition to a recipient in each state, the District of Columbia, the Commonwealth of Puerto Rico, and taken together, the other territories. Fellows are required to teach American History, American Government or social studies in secondary schools for not less than one year for each full year of study for which assistance was received under a fellowship. Candidates apply directly. Teachers must have taught or be teaching full time to qualify for a fellowship. Fellowships carry a maximum stipend of $24,000 over the period of study (up to two years full-time for would-be teachers, up to five years part-time for in-service teachers) to cover the costs of tuition, fees, books, room and board. Fellows must enroll in graduate programs leading to master's degrees in history, political science, or education at accredited universities of their choice. Participation in an accredited four-week summer institute on the principles, framing, ratification, and implementation of the Constitution and Bill of Rights is required of all fellows normally during the summer following their first year of study under fellowships. The annual deadline for applications is March 1. Detailed information may be obtained from: James Madison Memorial Fellowship Program.

NATIONAL ARCHIVES AND RECORDS ADMINISTRATION (NARA)
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Education Branch (NEEE) National Archives and Records Administration
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The National Archives preserves and makes available to the public the records of the federal government that have enduring value and advance the knowledge of the history of the nation. The National Archives is located at more than thirty sites across the country, including the National Archives Buildings in Washington, DC, and College Park, MD, twelve regional archives, fourteen federal records centers, and nine Presidential libraries. The National Archives brings its rich and varied resources to the public through educational workshops, publications, exhibitions, film programs, lectures, dramatic productions, archival training, commemorative celebrations, genealogy workshops, and tours. In the Education Branch, the staff focuses on (1) developing educational materials and publications based on archival documents for upper elementary through adult learners; (2) conducting courses for educators and other members of the research public on how to effectively research primary sources in archival institutions, create customized teaching units from historical sources, and apply classroom strategies in teaching with documents; and (3) publishing feature articles on associated topics in professional journals.

In addition to the above ongoing activities, the National Archives' Education Branch plans to:

- Contribute articles to *Cobblestone Magazine, The Mini Page,* and other publications relating to teaching and learning with primary sources at the elementary level

- Publish additional units in the new Primarily Teaching Series, featuring document-based units created by participants in the annual Primarily Teaching institute for use in the classroom

- Promote the new CD-ROM featuring the World War II propaganda posters on display in the Powers of Persuasion exhibition in the National Archives

- Develop a cosponsored national teacher education institute in 1995 with The Constitution Project to improve teaching about the U.S. Constitution and the government created by this Great Charter

- Collaborate with college and university history faculty on the importance of using primary sources, especially federal records, in historical research and on the most effective way to incorporate these sources in undergraduate and graduate classes on historical research methodology and skills development.

NATIONAL CENTER FOR HISTORY IN THE SCHOOLS (NCHS)

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The National Center for History in the Schools has been funded over a period of five years to accomplish two major charges: (1) To conduct research on the status of history teaching and learning in U.S. elementary and secondary schools, including the development of improved approaches and resources for history teaching, in-service workshops in the implementation of these resources and the national dissemination of the Center's research and curricular resources: (2) To administer the development and dissemination of national achievement standards for U.S. and world history for the nation's schools, grades K-12, under the guidelines of the National Education Goals adopted by President Bush and the nation's fifty governors in 1989, and by President Clinton currently. Publications include progress reports and sample standards, Lessons from History, forty teaching units, and newsletters. The Center is sponsored by the National Endowment for the Humanities and OERI, Department of Education.

NATIONAL CENTER FOR THE STUDY OF HISTORY

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The National Center for the Study of History was founded in 1984 as a nonprofit educational institution under the provisions of section 501(c)(3)of the Internal Revenue Code. The Center promotes the study of history, encouraging its application in nonacademic settings. To this end, the NCSH publishes educational material, advises teachers and students, and otherwise supports projects with compatible concerns. NCSH publishes a variety of charts, guides, texts and circular—many of them relating to careers for history majors and the value of history in the business world.

NCHS is engaged in a number of programs and activities:

- Promoting History: NCSH receives and responds to inquiries from students and teachers across the country regarding the uses of history. The Center advocates the study of history in forums unfrequented by traditional history associations, such as industry-education alliances, career education groups, businesses and business schools. It contributes expertise, material, and funds to educational ventures that further the study of history.

- Industry Education Initiative: NCSH maintains that knowledge and understanding history is needed for a successful career in any field. With this in mind, NCSH is working with industry-education alliances to strengthen the teaching of history. To further support this effort, a problem-solving publication preparation. Guidelines explain how, why, when and where supportive History Advisory Councils may be organized by schools and universities.

- Inventory America: Inventory America enlists students, senior citizens, and community associations in studying and producing accurate records of memorable neighborhood houses. The project encourages scholarship and serves a practical need. During a two-week mini-course, participants' enthusiasm for history is stimulated by demanding, hands-on research. Students, local libraries, historical societies, State Historic Preservation Offices, and the public all benefit from the completed work.

- Main History Day: NCSH is the principal provider of financial and administrative support for Main History Day, the statewide component of National History Day.

• Business Management Instruction: Recognizing the need for liberal arts students to acquire business skills, NCSH produces material to teach current business management techniques and relate them to core academic subjects. Introduction to Financial Projection Models, consisting of text, software, and a teachers' guide to the first of this series. The Center is preparing advanced material for this field.

NATIONAL COUNCIL FOR HISTORY EDUCATION
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National Council for History Education is a national professional association of individual members: historians, K-12 teachers, historical society and museum personnel, and others who are interested in history education reform. Principal publications include History Matters! (a six page monthly newsletter), Building a Curriculum: Guidelines for Teaching History in the Schools (a thirty-two page booklet prepared by the Bradley Commission on History in Schools). Doing History: A Report on the Ohio Academy for History Teachers and Portfolio Evaluation as History (booklets), and 1993 Conference Proceedings (a video and print package.) Through its History Colloquium Program, NCHE provides in-service workshops for K-12 teachers throughout the United States. NCHE staff regularly participate in conferences and serve on committees relating to history education, curriculum, and standards.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES (NCSS)
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National Council for the Social Studies, which defines social studies as "the integrated study of the social sciences and humanities to promote civic competence," engages and supports educators in strengthening and advocating the social studies. Founded in 1921, NCSS has grown to be the largest association in the country devoted solely to social studies education. The Council membership is organized into a network of over 110 affiliated state, local and regional councils and associated groups representing social studies supervisors and college and university faculty members. NCSS publishes two journals, Social Education, which addresses all levels of the profession, providing information ranging from practical classroom ideas to the latest research, and Social Studies and the Young Learner, devoted exclusively to elementary social studies education, meeting teachers' needs for new information and effective teaching activities. The membership newsletter, The Social Studies Professional, provides coverage of NCSS activities, education reform, student competitions, professional development opportunities, social studies meetings, new resources, and education meetings. Through the College and University Facility Assembly, NCSS publishes Theory and Research in Social Education. In addition, NCSS produces other books called bulletins (an NCSS comprehensive member benefit), which provide in-depth coverage of important social studies topics, and joins with outside publishers to produce other in-depth coverage publications. NCSS regularly sponsors or cosponsors international, national, regional, state and local meetings and summer professional development workshops. Through information services, NCSS provides invaluable research assistance and information about curriculum, assessment, scope and sequence, academic freedom, and more. To provide guidance for social studies education, NCSS issues position statements and curriculum guidelines. NCSS has participated in numerous projects throughout its existence that provide instructional resources for the teaching of history. In addition to collaboration on the National History Standards Project, NCSS is working with the Center for Educational and Associational Services to develop and implement an Earth Shuttle program for social studies. The program is similar to the Earth Shuttle program currently implemented at EPCOT Center and utilizes the unique resources of Colonial Williamsburg, Jamestown, Yorktown, and the Washington, DC, area. NCSS periodicals regularly feature articles and inserts that address topics in teaching history, and sessions and workshops during annual conferences address issues in history education.

NATIONAL COUNCIL ON PUBLIC HISTORY (NCPH)
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The NCPH was organized to encourage a broader interest in professional history and to bring together those people, institutions, agencies, businesses, and academic programs associated with public history; seeks to stimulate interest in public history by promoting its use at all levels of society. The NCPH publishes The Public Historian, a quarterly journal, and Public History News, a quarterly newsletter. It holds an annual conference in order to promote the uses of public history.

NATIONAL ENDOWMENT FOR THE HUMANITIES (NEH)
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The National Endowment for the Humanities is a federal grant-making agency promoting humanities education. NEH sponsors summer institutes, collaborative projects, and masterwork study projects that deepen precollegiate teachers' knowledge of humanities topics and texts.

NATIONAL HISTORICAL PUBLICATIONS AND RECORDS COMMISSION (NHPRC)

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The National Historical Publications and Records Commission is a federal funding agency that provides support for projects to preserve and make available for use documents significant for American History. In addition to providing support for the publication of historical documentary editions that may be used in the classroom, the NHPPRC also provides funding for projects to increase documents use by teachers, students, scholars, and the public. Eligible activities addressing this objective might include development of packages of documents and special courses and workshops that introduce teachers at all levels to instructional techniques based on historical documents as well as support for the evaluation or development of innovative teaching methods or multimedia document-based teaching materials. The application deadline for projects is February 1. Projects to be supported are determined by the Commission at its June meeting.

NATIONAL HISTORY DAY

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National History Day is an independent educational program that features a national contest for students and summer institutes for teachers. The national contest allows students in grades 6-12 to express themselves through research papers, projects, performances, and media presentations. These entries must be based on original research. History Day has produced a teacher supplement that explains how to use the contest in a classroom setting as well as a number of booklets for teachers based on the results of summer institutes. Up-coming publications include booklets on World War II and conflict resolution in Asia, Africa, Europe, and Latin America.

NATIONAL MUSEUM OF AMERICAN HISTORY (NMAH), SMITHSONIAN INSTITUTE

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NATIONAL REGISTER OF HISTORIC PLACES/NATIONAL PARK SERVICE (NRHP)

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Teaching with Historic Places is a program of the National Park Service's National Register of Historic Places and the National Trust for Historic Preservation. The goal of this program is to enrich classroom instruction of social studies and other required subjects through the use of historic properties listed in the National Register. The National Register offers an ongoing series of lesson plans that "bring history to life" by suing real historic properties to help teach history, geography, and other required subjects. The lesson plans convert information from the National Register into materials directly usable in the classroom. Activities encourage students to look in their own communities for places relating to the historical theme discussed in the lesson. The lesson plans help students make connections between their daily lives and surroundings and the history they study in the classroom. The National Register has educational kits that include lesson plans on the thematically-linked properties as well as audio-visual materials and an overall teachers guide. (By 1995, they expect to complete kits relating to the themes of work and conflict.) In addition, they have a curriculum framework designed to help schools of education, state agencies, community organizations, and school districts conduct graduate courses, workshops, and curriculum development projects using the Teaching with Historical Places approach. During the coming year, the Register will be holding a variety of workshops: (1) for educators and State Historic Preservation Offices to learn how to disseminate Teaching with Historic Places in their states. (2) for National Park Service and National Trust employees to develop draft lesson plans, and (3) for Civil War battlefield managers, preservationists, and educators to develop additional lesson plans on specific Civil War battle sites.

NATIONAL TRUST FOR HISTORIC PRESERVATION (NTHP)

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The National Trust for Historic Preservation, chartered by Congress in 1949, is a nonprofit organization with over 250,000 members. As the leader of the preservation movement, it is committed to saving America's diverse historic environments and to preserving and revitalizing the livability of communities nationwide. It has seven regional offices, owns eighteen historic house museums, and works with thousands of local community groups in all fifth states. The National Trust is working closely with the National Register of Historic Places to develop lesson plans and curriculum kits and to introduce these materials through workshops with various groups. (See listing for National Register of Historic Places).

continued

ORGANIZATION OF AMERICAN HISTORIANS

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The Organization of American Historians is a 12,000-member professional association for scholars and others interested in American history. Its primary educational activity is the publication of the quarterly Magazine of History. Each issue is developed around a specific topic, providing insightful articles, reviews of recent scholarship, and lesson plans. The OAH allocates one day of its annual conference to "Focus on Teaching." Sessions explore successful teaching strategies, innovative materials and approaches, curriculum revisions, and school/college collaborations. Registration is waived for K-12 teachers. The OAH is participating in the National History Standards Project.

ORGANIZATION OF HISTORY TEACHERS (OHT)

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PHI ALPHA THETA

Graydon A. Tunstall, Jr., International Secretary-Treasurer
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PHILADELPHIA ALLIANCE FOR TEACHING HUMANITIES IN THE SCHOOLS (PATHS/PRISM)

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PATHS/PRISM provide professional development to teachers to renew knowledge of the arts and sciences and introduce teaching strategies that engage students through "hands-on" activities. They work with elementary and middle schools on whole school renewal. A major project for PATHS/PRISM has been the World History Project. P/P has collaborated with teachers, school administrators, and local university faculty to create a two-year, thematic world history curriculum. Funded by the Rockefeller Foundation, the Pew Charitable Trusts and others, the curriculum will be published under the auspices of CHART. Additional projects over the past few years have included:

- Exploring the City, Understanding the Nation: American History through the Philadelphia Experience" (1987-91)—This NEH-funded project provided summer staff development for 180 teachers in the School District of Philadelphia. The teachers formed collaborative relationships with a number of local university faculty and museum personnel. They also learned how to use Philadelphia's rich archival and architectural resources to teach American history to students in grades 1-12. The project produced four "newsletters," which published teachers' research, and three teaching guides, which contain lesson plans and primary documents based on the school-based projects carried out by participants. Copies of the school-based project guides are available.

- Discovering Our Fundamental Freedoms: The Bill of Rights in the Early and Middle Grades" (1991)—This project, funded by the U.S. Commission on the Bicentennial, provided staff development for elementary and middle school teachers from across the United States. As a result of their summer experiences, the teachers (1) led sessions at a regional symposium for teachers on the Bill of Rights and (2) created lesson plans for use with elementary and middle school students. Copies of "Discovering Our Fundamental Freedoms" teachers' guide are available free of charge.

- Comparative Constitutions Directed Research Seminar" (1991)—Funded by the Bill of Rights Education Collaborative (BREC) and Pew Charitable Trusts, this project brought together twelve teachers from across the United States to conduct independent research projects comparing the rights statements in the constitutions of several nations. As a result of their summer experience, the teachers led sessions at a regional symposium for teachers on the Bill of Rights and wrote research papers with accompanying lesson plans for use with elementary and middle school students. Copies of the "Comparative Constitutions" publication are available free of charge.

- Diversity and the Bill of Rights: An Exemplary Partnership" (1991-93)—Also funded by BREC and Pew, this project helped middle schools and museums form ongoing partnerships for teaching and learning about the history of Philadelphia's diverse population. The project provides a model for ways in which schools and museums can from more meaningful and lasting partnerships.

SOCIAL STUDIES DEVELOPMENT CENTER (SSDC)

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The Social Studies Development Center conducts projects to improve teaching and learning of history and the social sciences in elementary and secondary schools. The SSDC includes the

ERIC Clearinghouse for Social Studies/Social Science Education, which builds and maintains a database on the teaching and learning of history and various social sciences in schools (K-12). This clearinghouse also disseminates information on the teaching and learning of history through a publications program. The SSDC has conducted conferences and institutes for history teachers.

SOCIETY FOR HISTORY EDUCATION (SHE)

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SOUTHERN HISTORICAL ASSOCIATION (SHA)

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The Southern Historical Association has the purpose of encouraging the study of the history in the South, with emphasis on the history of the South. The SHA is primarily an academic organization that works to encourage historical scholarship through the Journal of Southern History and an annual meeting, which usually takes place during the second week of November. Occasionally, sessions on teaching are offered at the annual meeting.

SOUTHERN PENNSYLVANIA HERITAGE PRESERVATION COMMISSION TECHNICAL ASSISTANCE CENTER (SPHPC)

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Southwestern Pennsylvania Heritage Preservation Commission, a government agency under the U.S. Department of the Interior, was established to foster economic development in a nine-county region of southwestern Pennsylvania through public-private partnerships involving historic preservation, development of cultural resources, and tourism. SPHPC works closely with many historical organizations to preserve the history of the nine-county region. Among the materials, programs, and activities offered by the SPHPC that relate to the teaching of history are HABS/HAER publications on industrial history in the region; an internship program by SPHPC to match college students with host organizations that will promote SPHPC themes and concerns; partnerships with Indiana University of Pennsylvania, area school districts, and intermediate units to develop local history curriculums, such as the efforts of the Allegheny Ridge State Heritage Park to develop elementary and secondary school curriculums on the history of the Allegheny Ridge region. Among the activities of its Folklife Division, SPHPC has conducted oral histories and workshops, cultural resource studies, and ethnographic surveys of the region; it is setting up archives and data bases of ethnographic materials and folklife curriculum materials, and a resource guide. The SPHPC Archeology Division has worked with a number of local teachers to develop student projects dealing with local history through archeological methods.

U.S. DEPARTMENT OF EDUCATION (USDE)

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THE WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION (WWNFF)

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The Woodrow Wilson National Fellowship Foundation is a non-profit entity dedicated to the encouragement of excellence in education through the identification of critical needs and the development of effective programs to address them. The DeWitt-Wallace Reader's Digest National History Project is a part of the National Leadership Program for Teachers, the Foundation's comprehensive program of professional development activities for high school and middle school teachers. Now in its sixth year, it offers summer institutes and related activities in American and World History. Participants create classroom-ready activities, which are published and distributed free of charge. In the summer of 1994, the NLPT will hold a month-long institute for middle school teachers of American history and twenty-three week-long workshops taught by teams of Woodrow Wilson teachers across the country.

WORLD HISTORY ASSOCIATION

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The World History Association, an affiliate of the American Historical Association with an international membership of university historians and world history teachers, promotes and advances teaching and research in global, comparative, and cross cultural history. The WHA helps in the development of introductory courses from the pre-college through university levels that involve alternatives to the more traditional surveys. The Association sponsors local and national conferences on world history themes; the topic for the 1994 conference is "Environment in World History." A conference will be held in Florence, Italy, in the summer of 1995. The WHA also hopes to sponsor a summer institute in China in 1995. The WHA publishes a scholarly journal as well as semi-annual bulletin.

PRAIRIE *voices...*

A Timeline of Iowa History

The Beginnings

The Geology

c. 2.5 billion years ago: Pre-Cambrian igneous and metamorphic bedrock, such as Sioux Quartzite, forms in the area that is now Iowa.

c. 500 million years ago: A warm, shallow sea covers the area that is now Iowa.

c. 500 million years ago: Sedimentary rock begins to form, including limestone, sandstone, dolomite, and shale.

c. 500 million years ago: Cambrian rock forms.

c. 475 million years ago: Ordovician rock forms.

c. 425 million years ago: Silurian rock forms.

c. 375 million years ago: Devonian rock forms.

c. 350 million years ago: Mississippian rock forms.

c. 300 million years ago: Pennsylvanian rock forms.

c. 160 million years go: Jurassic rock forms.

c. 75 million years ago: Cretaceous rock forms.

c. 3 million years ago: Glaciers form during a cooling of the earth's surface, and the ice sheets gradually, in several phases, move over the area that is now Iowa.

c. 12,000 years ago: The last glacier melts and the geographical features of Iowa are exposed. First known humans in Iowa.

c. 8,000 years ago: A warming of the climate and reduced rainfall encourages the spread of prairies across the area that is now Iowa.

c. 5,000 years ago: Increased rainfall spurs the growth of hardwood forests in protected areas in the area that is now Iowa.

The First Iowans

The Archaeology

c. 12,000 years ago: Archaeologists believe the first known human beings to live in Iowa, the Paleo period, left fragmentary remains of their hunting practices.

c. 8,500 years ago: For about 7,000 years Iowa is occupied by "Archaic" cultures.

c. 3,000 years ago: Appearance of the Woodland cultures in eastern Iowa, and Great Oasis culture in western Iowa.

c. 2,500 years ago: Middle Woodland cultures construct mounds in Iowa.

c. 1,500 years ago: Late Woodland cultures construct effigy mounds in Iowa.

c. 1,000 years ago: Mill Creek culture inhabits northwestern Iowa.

c. 1,000 years ago: Nebraskan Glenwood culture inhabits southwestern Iowa.

c. 900 years ago: Oneota culture inhabits Iowa for several centuries.

The Arrival of the Europeans

1673: Louis Jolliet and Pere Jacques Marquette are the first known Europeans to discover the land that will become Iowa.

1682: Rene Robert Cavelier, sieur de La Salle claims the land in the Mississippi River valley, including Iowa, for the King of France.

1762: Claims to the land that will become Iowa transferred to the King of Spain.

1788: Julien Dubuque creates first European settlement in Iowa.

1799: Louis Honore Tesson receives a land grant from the Spanish government for a tract of land in Lee County.

1800: Basil Giard receives a land grant from the Spanish government for a tract of land near the present town of Marquette.

1800: Claims to land that will become Iowa are transferred to France.

1803: France sells Louisiana Territory, including land that will become Iowa, to United States.

1803: Iowa becomes part of Upper District of Louisiana with capital at St. Louis.

1804: Iowa is part of District of Louisiana, but is assigned to Indiana Territory for practical administration.

1804: Captain Meriwether Lewis and Lieutenant William Clark cross Iowa on their expedition to explore Louisiana Territory.

1804: Sergeant Charles Floyd, on Lewis and Clark expedition, dies.

1804: Treaty with Sac Indians concluded in St. Louis, including land that will become Iowa.

1805: Lieutenant Zebulon Montgomery Pike explores upper Mississippi River valley.

1805: Iowa becomes part of Territory of Louisiana with capital at St. Louis.

1806: Lewis and Clark expedition returns down Missouri River.

1808: Fort Bellevue (later called Fort Madison) constructed in what became Lee County.

1812: Iowa becomes part of Territory of Missouri with the capital at St. Louis.

1813: Fort Madison abandoned.

1819: First steamboat on Missouri River reaches Iowa.

1819: Stephen Long expedition explores Iowa.

1820: First steamboat on Mississippi River reaches Iowa.

1820: Missouri admitted to Union as state, leaving Iowa with no official jurisdictional authority designated.

1824: So-called "Half Breed Tract" set aside in what would become Lee County.

1830: So-called "Neutral Ground" established in what would become northeastern Iowa.

1830: Isaac Galland founds first school in Iowa.

1832: Treaty with Sauk Indians (the "Black Hawk Cession") opens Iowa land for legal European settlement.

1834: Iowa becomes part of Territory of Michigan with capital at Detroit.

1834: Fort Des Moines # 1 established near Des Moines River rapids.

1835: Lieutenant Colonel Stephen Watts Kearny explores Des Moines River valley and north central Iowa.

1836: Lieutenant Albert M. Lea publishes *Notes on the Wisconsin Territory;* particularly with reference to The Iowa District, or Black Hawk Purchase.

1836: The "Keokuk Reserve" opens to European settlement.

1836: Iowa becomes part of Territory of Wisconsin with capitals at Belmont, Burlington, and Madison.

1836: First newspaper in Iowa published: *The Du Buque Visitor.*

1836: First bank in Iowa starts—Miners' Bank of Dubuque.

1837: Treaty called "Second Black Hawk Cession" opens additional land in Iowa to European settlement.

1837: National economic depression slows settlement of Iowa.

1838: Territory of Iowa created; Robert Lucas appointed governor.

1838: Federal land offices established at Dubuque and Burlington.

1839: Abner Kneeland founds pantheist colony of Salubria in Van Buren County.

1839: "The Case of Ralph" decided by Territorial Supreme Court—allowing a slave residing in Iowa (a free state) to retain his freedom. This decision was overturned by the Dred Scott decision nearly two decades later.

1839: Iowa argues southern boundary with Missouri, commonly called the Honey War.

1839: "Dillon's Furrow" road established from Dubuque to Missouri border.

1839: St. Raphael's Seminary established in Dubuque.

1840: Federal Census of Iowa's population: 43,112.

1840: Winnebago tribe moves into so-called "Neutral Ground."

1841: Fort Atkinson built.

1842: Treaty called "Sac and Fox Cession," first of three such treaties, opens additional land in Iowa for settlement.

1843: Fort Des Moines # 2 established near Raccoon River forks.

1844: Mount Pleasant Collegiate Institute incorporated.

1844: Constitutional Convention convenes in Iowa City and a constitution is drafted and presented to United States Senate.

1845: Draft constitution, approved by Congress and signed by President Tyler, is twice rejected by popular vote of people of Iowa.

Putting Down Roots

1846: Second Constitutional Convention convenes in Iowa City and drafts a constitution to present to United States Senate. It was approved by Congress, signed by President Polk, and approved by popular vote of the people of Iowa.

1846: State of Iowa admitted to United States, with capital at Iowa City.

1846: Members of the Church of Jesus Christ of Latter-day Saints begin their trek from Nauvoo, Illinois, across Iowa.

1846: Treaty called "Potawatomi Cession" opens additional land in Iowa to settlement.

1846: William F. Cody, known as "Buffalo Bill," born in Scott County.

1847: Great Seal of the State of Iowa adopted by first General Assembly.

1847: The State University of Iowa chartered in Iowa City.

1847: Group of Dutch immigrants settles at Pella.

1848-1849: Fort Atkinson abandoned.

1850: Federal Census of Iowa's population: 192,214.

continued

1850: Hungarian refugees found New Buda in Decatur County.

1851: Native American Indian tribes relinquish their last official claim to land in Iowa by the "Sioux Cession" treaty.

1854: First State Fair held, at Fairfield.

1854: Meetings in Crawfordsville and other towns lead to the formation of the Republican Party.

1855: German immigrants found the Amana colonies in Iowa County.

1855: First classes held at State University of Iowa in Iowa City.

1856: The Church of Jesus Christ of Latter-day Saints hand cart expedition leaves Iowa City.

1856: First railroad bridge across Mississippi River completed at Davenport.

1856: Mesquakie tribe members persuade state government to allow them to purchase land in Tama County and create a privately owned settlement.

1856: Federal land granted to railroads.

1857: New constitution adopted in Iowa.

1857: The capital of State of Iowa moved to Des Moines.

1857: The State Historical Society of Iowa created at Iowa City.

1857: A nationwide economic depression slows settlement of Iowa.

1858: Iowa Agricultural College and Model Farm created at Ames by General Assembly.

1859: Samuel Jordan Kirkwood elected Governor of Iowa.

1860: Federal Census of Iowa's population: 674,913.

1860: Tornado strikes Camanche killing at least 42 people.

1861: Annie Turner Wittenmyer organizes Soldiers Aid Society and diet kitchens to improve medical services for soldiers during Civil War.

1861-65: 75,000 Iowans serve in Civil War and 13,000 die.

1862: Samuel Freeman Miller appointed to U.S. Supreme Court.

1862: Homestead Act becomes law.

1863: First bank under general national banking act of United States opens in Davenport.

1865: James Harlan, United States Senator from Iowa, appointed Secretary of the Interior.

1867: First railroad completed across the state.

1868: Iowa integrates public schools when state Supreme Court rules that Susan Clark, an African American, can attend Muscatine public schools.

1868: Iowa ratifies 13th amendment to U. S. Constitution, allowing African-American males to vote.

1868: Patrons of Husbandry organize first Grange in Iowa.

1869: Iowa Board of Immigration created.

1869: First classes held at Iowa Agricultural College and Model Farm at Ames.

1870: Federal Census of Iowa's population: 1,194,020.

1870: Jesse Hiatt grows first Delicious apple tree on farm in Madison County near East Peru.

1871: Amelia Jenks Bloomer elected first president of Iowa Woman Suffrage Association—50 years before women gained the right to vote.

1873: Nationwide economic depression causes much trouble for Iowans.

1874: Herbert Clark Hoover born at West Branch.

1876: Iowa State Normal School founded in Cedar Falls.

1879: Meteorite weighing at least 744 pounds falls to earth near Estherville.

1880: Federal Census of Iowa's population: 1,624,615.

1880: James Baird Weaver of Bloomfield nominated for president by Greenback Party.

1880: John Llewellyn Lewis born at Cleveland Coal Camp near Lucas in Lucas County.

1882: Tornado strikes Grinnell killing at least 39 people.

1884: State Capitol dedicated in Des Moines.

1885: William Larrabee elected governor of Iowa.

1888: Henry Agard Wallace born on farm near Orient, Iowa.

1890: Federal Census of Iowa's population: 1,912,297.

1891: Grant Wood born on farm near Anamosa in Jones County.

1892: James Baird Weaver of Bloomfield nominated for president by Populist Party.

1892: John Froelich invents first gasoline-powered tractor, Clayton County.

1893: Nationwide economic depression causes much trouble for Iowans.

1893: Tornado strikes Pomeroy killing at least 60 people.

1893: Czech (Bohemian) composer Antonin Dvorak spends summer in Spillville.

1894: *The Iowa Bystander*, an African-American newspaper, begins publication in Des Moines.

Land, Town, and World

1896: Rural Free Delivery Act begins mail delivery to Iowa farms.

1897: Wild Rose becomes official State Flower.

1897: First consolidated school in Iowa opens at Buffalo Center.

1897: James "Tama Jim" Wilson of Traer appointed secretary of agriculture in President William McKinley's cabinet.

1898: Name for college in Ames changes to Iowa State College of Agriculture and Mechanic Arts.

1899: David B. Henderson, Dubuque, elected Speaker of United States House of Representatives.

1900: Federal Census of Iowa's population: 2,231,853.

1900: Iowan Carrie Lane Chapman Catt elected president of National Woman Suffrage Association, a post she held for 28 years.

1901: Albert B. Cummins elected governor of Iowa.

1901: Jesse Field Shambaugh starts 4-H Club.

1901: Fort Des Moines # 3 established at Des Moines.

1902: Extension Department starts at Iowa State College.

1905: F. A. Harriman becomes first Iowan to die in automobile accident 2 miles south of Hampton on U. S. 65.

1908: William Boyd Allison dies, after serving almost 44 years in United States Congress as both representative and senator.

1909: Name of college in Cedar Falls changed to Iowa State Teachers College.

1910: Federal Census of Iowa's population: 2,224,771.

1911: "The Song of Iowa" becomes official state song.

1912: First rural public hospital created in Washington.

1913: Keokuk Dam completed.

1917: United States enters World War I.

1917: Camp Dodge built near Des Moines.

1917: Private Merle D. Hay of Glidden dies in France, first American casualty of WW I.

1918: Marian Crandell, teacher from Davenport, killed in France.

1918: Governor William Harding issues "Babel Proclamation," outlawing use of languages other than English in public.

1918: Iowa Farm Bureau Federation organizes.

1919: Radio station WSUI starts at State University of Iowa, first radio station in state.

1919: Carrie Lane Chapman Catt helps found National League of Women Voters.

1920: Federal Census of Iowa's population: 2,404,021.

1920: John Llewellyn Lewis elected president of United Mine Workers of America.

1920: First air mail flight lands in Iowa.

1921: Radio station WOC starts in Davenport, first commercial radio station.

1922: May E. Francis elected Iowa Superintendent of Public Instruction.

1926: Henry Agard Wallace founds Pioneer Hi-Bred International.

1928: Iowan Herbert Clark Hoover elected president of United States.

1928: Carolyn Campbell Pendray becomes first woman in Iowa House of Representatives.

1930: Federal Census of Iowa's population: 2,470,939.

1932: Viola Babcock Miller becomes Iowa Secretary of State.

1932: Carolyn Campbell Pendray elected to Iowa Senate.

1932: Farmers' Holiday Association organized.

1933: Eastern Goldfinch becomes official state bird.

1933: Iowan Ida B. Wise Smith elected president of the national Women's Christian Temperance Union, a post she held for 13 years.

1936: Exceptionally hot and dry summer and cold and snowy winter cause hardships for Iowans.

1938: John Llewellyn Lewis elected first president of Congress of Industrial Organizations.

1939: Iowan John Vincent Atanasoff develops the first prototype computer.

1940: Federal Census of Iowa's population: 2,538,268.

1940: Henry Agard Wallace elected vice president of United States.

1941: United States enters World War II.

1942: Fort Des Moines becomes training center for Women's Auxiliary Army Corps.

1942: Five Sullivan brothers from Waterloo are killed in action in the same engagement.

continued

The Heartland in Transition

1946: John R. Mott awarded Nobel Peace Prize.

1948: Henry Agard Wallace nominated for president by Progressive Party.

1950: Federal Census of Iowa's population: 2,621,073.

1950: Television station WOI starts at Iowa State College.

1955: National Farmers Organization starts.

1958: Dr. James Van Allen discovers radiation belt which bears his name.

1959: Name of college in Ames changes to Iowa State University of Science and Technology.

1960: Federal Census of Iowa's population: 2,757,537.

1961: Oak tree becomes official state tree.

1961: Name of college in Cedar Falls changes to State College of Iowa.

1967: Geode becomes official state rock.

1967: Name of college in Cedar Falls changes to University of Northern Iowa.

1970: Federal Census of Iowa's population: 2,825,041.

1970: Iowan Norman Borlaug receives Nobel Peace Prize for creating disease-resistant plants to feed people in underdeveloped countries.

1970: "Iowa: A Place To Grow" becomes the state theme.

1971: Descendants of Frederick M. Hubbell donate Terrace Hill to State of Iowa.

1976: Iowa's first "first-in-the-nation" caucuses.

1980: Federal Census of Iowa's population: 2,913,808.

1986: Linda K. Neuman becomes the first woman appointed to Iowa Supreme Court.

1986: Jo Ann Zimmerman elected as the first woman to serve as Iowa Lieutenant Governor.

1989: First "Iowa: Eye To I" (bus trip across the state) class held.

1990: Federal Census of Iowa's population: 2,776,755.

1990: Bonnie J. Campbell elected Iowa Attorney General.

1993: Disastrous floods hit all parts of Iowa.

1995: General Assembly officially adopts design for state flag, something generally believed to have happened in 1921.